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EDUCATIONAL ASPECTS OF THE AMERICAN LEGION'S CONVENTION.

Presence of International Figures Made Occasion a Memorable Event—School Children Impress General Diaz—Program of Americanization Enthusiastically Indorsed—Policies and Principles of Legion—Program for American Education Week.

By JNO. J. TIGERT, United States Commissioner of Education.

We had the honor of attending the Third National Convention of the American Legion, which assembled at Kansas City, Mo., October 31–November 2. It was an event not only of National interest but of world-wide significance. The presence of Marshal Foch, Admiral Beatty, Gen. Diaz, Gen. Jacques, Gen. Pershing, Vice President Coolidge, and other well-known international figures made the gathering distinctive for American history. The gigantic parade of 40,000 heroes of the Great War, which required three hours to pass the reviewing stand, the banquet given in honor of the distinguished guests, together with their addresses, the election of Hanford MacNider, of Mason City, Iowa, as national commander, and other outstanding features of the convention, have been described in detail in the daily press. We think that the educational aspects of the convention might be further emphasized in *SCHOOL LIFE*.

We hope, however, before passing to the matter of the Legion's educational program, we can take the space here to cite some of the things said by the distinguished representatives of our Allies.

November 2 was the anniversary of the death of Marshal Foch's son in the war. On that day the great commander of the allied armies disarranged his plans and remained in Kansas City beyond the time scheduled for his departure to greet the thousands of school children who were lined along the boulevard to see him. Accompanied by Lieut. Gen. Jacques, of Belgium, the marshal rode along the line, several miles in length, waving continuously at the boys and girls eager to see and honor him. At the convent school of the Sisters of Notre

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TRENDS IN TEACHING PRACTICE IN NORTHERN AND CENTRAL EUROPE.

Europe Not Ready for Mixed Schools—Conventions on Moral Training Are Frequent—German Universities Feel Effect of General Upheaval—Danish Folk-School Idea Adopted by Germans—Reaction from Crowded Curricula—Study of Local History and Local Concerns.

By PETER H. PEARSON.

I. PREJUDICE AGAINST COEDUCATION STILL LIVES.

Educational opinion abroad appears to have made some advance in overcoming the old prejudice against coeducation, though most leaders still oppose it. Coeducation is making headway in some places in Europe as a temporary arrangement,

and then it does not easily surrender the ground gained as an emergency measure.

In Norway, boys' schools, for instance, must be open to girls where there are no adequate schools of like standing for the latter. Yet differences between the sexes, it is pointed out, can not be ignored without great disadvantage for the whole of education. Madame Sethnes, of Christiania, holds that coeducation requiring girls to go through courses adapted mainly for

boys is a great injustice to the girls. Some European leaders, entirely overlooking the example of the Western World, declare that coeducation of pupils having reached, or about to reach, the age of puberty is impossible. Dr. Voss, of Cologne, opposes coeducation of older boys and girls for the sufficient reason that the double mission of woman as housekeeper and mother must not be ignored, and that older girls can not receive this special training except in separate classes.

II. DIVERSITY OF OPINION ON MORAL INSTRUCTION.

A moral education congress was held in London in 1908 and another at The Hague in 1912. One was to be held in Paris in 1916, but for well-known reasons it was postponed. The work of these congresses was resumed by the moral conference at Geneva in 1921, which adjourned after having made preparation for a full international moral congress to be held in Paris in 1922.

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MILES STANDISH SCHOOL, CLEVELAND, OHIO.

Type of one-story building which has recently been developed for elementary schools outside the congested part of the city. It has 32 classrooms, every one with a direct exit. It is described on page 95.

EVENING PLAY CENTERS IN ENGLAND.

Schoolhouses Are Used and Teachers Direct the Activities—Formalities Avoided as Far as Possible.

By THERESA B. BACH.

The child's right to play as an integral part of his claim upon the State has been early recognized in England, and Government assistance is rendered in connection with the so-called play-center movement. The play centers aim to give supervised recreation to school children out of school hours.

Started in London nearly 25 years ago through the voluntary efforts of Mrs. Humphry Ward, the movement has become the concern of education committees all over England. The London County Council, realizing the value of recreation, offered the use of their school buildings to promote the movement. Official recognition followed in 1917, when the board of education, England's central authority for school affairs, granted to local authorities wishing to establish play centers 50 per cent of the cost of maintenance.

Government Aid Stimulated Extension.

This aid amounted in the year ended March 31, 1919, to £19,049. The Government contribution had its effect in substantially increasing the number of these institutions in the past few years, with the result that all the great towns, Liverpool, Manchester, Bradford, and many others, are leading the way by establishing such centers.

The work is generally restricted to the winter months, thus supplementing the activities of the playgrounds and the playing fields in the summer. In practically all cases the elementary school is used for the purpose. A staff of experienced teachers assisted by voluntary workers is always at hand to direct the activities. The center is usually open five evenings a week for about two hours each evening, and also on Saturday mornings. Only children of school age are admitted.

Physical Exercises Are a Feature.

The occupations are varied, ranging from simple subjects, such as singing, drawing, painting, sewing, working in raffia and plasticine, story telling, and reading, to special occupations, such as toy making, rug making, cobbling, woodwork, or embroidery. Physical exercises are a feature and include running, dancing, and organized games.

Each child has opportunity for exercising individual taste and is at liberty to

select or change his occupation or recreation. The discipline is never strict, the atmosphere being that of play rather than of school, and formalities are dispensed with as far as possible. The atmosphere of the recreational center as conducted in London, where the movement originated, is well illustrated in the following quotation from one of the superintendents:

Out of sad or depressing surroundings, such children come into the brightly lighted rooms with good fires burning, where toys abound for those who like them, where there is dancing, drill, and music, and everywhere a sense of gaiety and "busyness," of friends meeting and going off in little bands of classes together and spending a happy time generally.

UNIVERSITY STUDENTS INDORSE DISARMAMENT PLANS.

Suspension of all present naval programs, an agreement to reduce present naval strength, a pledge to undertake no further naval expansion, and a settlement of the Far Eastern question upon principles which will make practicable the reduction of naval armaments were urged in a resolution sent to President Harding by the intercollegiate conference on limitation of armaments, which met at Princeton University. This conference consisted of 80 delegates from more than 40 eastern colleges and universities. Foreign students joined in the plea for disarmament, the League of Pan American Students and the League of Chinese Students being represented.

Dr. John Grier Hibben, president of Princeton University, at whose suggestion the conference met, made the opening address. Among the other speakers were Col. Franklin D'Olier, former commander of the American Legion, and Maj. Gen. John F. O'Ryan, Prof. Edwin W. Kemmerer, of Princeton, and Norman Macaye, who gave the viewpoint of a student in service during the World War. A message from Mr. H. A. L. Fisher, president of the board of education of the British Isles, was received by the conference as well as a cable message from students in England.

A COLLEGE WHICH EDUCATES FOR MOTHERHOOD.

Vassar College does not send out women to become great lawyers, doctors, scientists, business administrators, or money makers, according to Dr. Lyman Abbott. It has been doing something much better than that. It has been educating women to be great mothers. We can estimate in dollars and cents the worth of a lawyer or a financier, but it is impossible to estimate the worth of a mother.

PRESIDENT PROCLAIMS EDUCATION WEEK.

Millions of American Youth Lacking in Essential Schooling—Programs Urged to Inform the People of Needs of Education.

Whereas public education is the basis of citizenship and is of primary importance to the welfare of the Nation; and

Whereas more than 5,000,000 boys and girls in America are not availing themselves of our free school advantages and are lacking in that youthful schooling which is so essential to the making of an intelligent citizenship; and

Whereas the experience of the war revealed vast elements of population that are illiterate, physically unfit or unfamiliar with American ideals and traditions, and our future strength and security are much dependent on their education and commitment to American ideals:

Therefore, I, Warren G. Harding, President of the United States, do urge the governors of the various States and Territories to set apart December 4 to 10, inclusive, 1921, as American Education Week, during which citizens in every State are urged to give special and thoughtful attention to the needs and the aims of the public schools. It is particularly recommended that effort be addressed to a practical expression of community interest in public education. To that end organizations for civic advancement and social betterment are earnestly requested, when it can be made practicable, to provide programs which will inform the people concerning the vital needs in this direction, instruct them regarding shortcomings and deficiencies in present facilities, and bring to their attention specific, constructive methods by which, in the respective communities, these deficiencies may be supplied.

The subject of public education has always been very close to the American heart, and to the fact that it has been made a chief responsibility of local governmental units we largely owe the wide diffusion of educational facilities. It is believed that a widespread and earnest effort at observance of Education Week would do much to emphasize this feeling of immediate responsibility. Therefore, it is suggested that the pulpit, press, schools, and public gatherings be enlisted in behalf of this special effort.

In witness whereof I have hereunto set my hand and caused the seal of the United States to be affixed.

Done at the city of Washington this 29th day of November, in the year of our Lord, one thousand nine hundred and twenty-one and of the independence of the United States the one hundred and forty-sixth.

[Seal.] WARREN G. HARDING.

By the President:

CHARLES E. HUGHES,

Secretary of State.

AMERICAN EDUCATION WEEK, DECEMBER 4-10, 1921.

Under the Auspices of the National Education Association and the American Legion.

[From National Education Association Bulletin No. 16.]

To inform the public of the accomplishments and needs of the public schools and to secure cooperation and support of the public in meeting these needs and to teach and foster good Americanism are the main purposes which American education week is expected to accomplish.

No service has suffered more from unintelligent criticism than the schools. The average citizen does not read educational literature or accounts of teachers' meetings or visit schools to learn what they are doing. He has a conception of school only as he knew it in his own school days. American education week should give the taxpayers who furnish the funds for the public schools first-hand knowledge of the service for which they pay. Education can not afford to neglect this opportunity to advertise its aims and purposes.

Keep Public Education Before the People.

It is the duty of all the friends of education to think seriously and work hard on the problem of keeping the idea of public education before all the people.

All communities are urged to observe American education week December 4 to 10. The program for the week may be under the general supervision of the superintendent of schools, the commander of the local American Legion post, the mayor, or other chief governmental officer of the community. These officials may call to their aid such other advisers and help as they deem necessary.

Proclamations calling on the people and schools to observe the week will be made throughout the United States. The mayors should be requested to issue a proclamation before December 1.

School Officers Should Take Initiative.

The superintendent of schools, the school principal, or the teacher in each community is expected to take the initiative in organizing and in making and carrying out the program for the week by getting in touch with the local head of the American Legion and of the local government and with the presidents of the chambers of commerce, women's clubs, churches, Rotary, Kiwanis, Lion, and other civic organizations and making plans to reach at least once every individual in the community.

Presidents of universities, colleges, and normal schools should encourage students

to hold special patriotic meetings at which there will be emphasis on the importance of education in a democracy.

The churches should be invited to observe Sunday, December 4, as American education Sunday with special sermons and addresses.

Things to be Emphasized.

In every possible way the public's attention should be centered on educational problems—the need of better buildings, libraries and equipment, playgrounds; better attendance; better-paid teachers; longer school term; better vocational education; better understanding of the form and fundamental principles of our Government and better and universal use of the English language. Special emphasis should be placed on the singing of patriotic songs, salutes to the flag, and short, interesting accounts of essential facts in American history.

The day and evening meetings should be held in the schools and possibly one or more great public meetings for the whole community under the auspices of the Legion with other organizations co-operating.

The weekly meeting of such organizations as the Rotary, Kiwanis, Lion, and women's clubs should be devoted to the attainment of the objects and purposes of American education week.

Show What Modern Schools Do.

Before meetings of taxpayers and patrons of the schools the principals and teachers should give summaries and demonstrations of what a modern school does; how the teaching of writing, reading, and arithmetic have been revolutionized; how health and physical development of the pupils are cared for; how the coming citizens are given knowledge of their rights and responsibilities, and how they are trained in the exercise of these rights and in the discharge of their duties through the organization of the school, through classroom exercises, and through children's clubs. Programs, pageants, and exhibits should be held in all schools. Parents must be attracted to these meetings and exhibits.

Pupils may make posters, four-minute speeches, write slogans, visit court-houses, business houses, parks, and public libraries to learn first-hand more about what the Government does for its

citizens. Patriotic music should be sung and played and the meaning of the American flag taught and the flag honored. Members of the American Legion and others should be invited to speak at meetings held in the schools and in the community.

Origin of the Plan.

The American Legion through its Americanism commission asked and received the cooperation of the National Education Association in teaching and fostering true Americanism in all the schools of America. The Americanism commission and the National Education Association have approved the following statement, as adopted in the resolutions of the National Education Association at its annual meeting in Des Moines, July, 1921:

The National Education Association welcomes most heartily and accepts with great appreciation the offer of the American Legion to cooperate with the National Education Association in securing for America a program of education adequate to meet the needs of the twentieth century and which will give every boy and every girl that equipment in education and training which is his right under our democratic Government, and which will make of all, whether native or foreign born, good American citizens. To the accomplishment of these ends, be it resolved

1. That all teachers in America, exchange teachers and professors excepted, should be American citizens and should be required to take an oath of allegiance to the Government of the United States.

Teaching Standards Must Be Raised.

2. That no one should be permitted to teach in any school in America who has less than a standard high-school education of four years with not less than two additional years of professional training.

3. That the English language should be the only basic language of instruction in all public, private, and parochial elementary and high schools.

4. That adequate instruction should be required in American history and civics for graduation from both the elementary and high schools.

5. That the American flag should be displayed by every school during school hours and that patriotic exercises should be conducted regularly in all schools, and, further, that the American Legion be invited to furnish speakers from time to time at these and other exercises of the schools.

6. That school attendance should be made compulsory throughout the United States for a minimum of 36 weeks annually to the end of the high-school period or to the age of 18.

7. That an educational week should be observed in all communities annually for the purpose of informing the public of the accomplishments and needs of the public schools and to secure the cooperation and support of the public in meeting these needs.

8. That the representative assembly of the National Education Association authorize the appointment of a standing committee to cooperate with the American Legion throughout the year for the purpose of carrying into effect the program outlined above.

WHY FOUR YEARS OF COLLEGE STUDY?

Review of Organization of Higher Education is Demanded—Professional Schools Not Logically Distributed.

By S. P. CAPEN, *Director, American Council on Education.*

In an entertaining address on the subject "Why five acts?" Prof. Brander Matthews contended that the traditional five-act division of European drama was pure accident. It arose from the fact that the majority of Euripides' later plays contained four choral interludes. Euripides' Roman imitators saw a structural principle and a system in this accidental dramatic division. Hence the five-act tradition which through the centuries dominated European drama.

Rising Costs Emphasizing Need of Review.

There is a certain parallelism in the field of higher education. With equal pertinence one might ask the question: "Why four years?" If four years is regarded as an immutable requirement for higher liberal education, is the course in dentistry necessarily of the same length? Is it in accordance with a law of nature or merely by the accident of tradition that the same period of time should be demanded of neophytes in business, agriculture, a dozen different kinds of engineering, medicine, pharmacy, and veterinary medicine? There are many of us who believe that a reexamination of professional and higher vocational training, with fresh reference to the demands of the several callings, would lead to some startling conclusions concerning the time element in such training. Indeed a review—I believe a periodic review—of the administrative organization of the higher educational system is imperatively demanded. Effective articulation between training and professional requirements demands it. The rising cost of education, the growing difficulty of financing it on any terms emphasizes the necessity.

Specialization in Professional Education.

Another large problem which is national in scope and affects the membership of practically every association of higher institutions is the illogical distribution of establishments for expensive professional training. There is a large surplusage of schools and departments devoted to certain kinds of professional education. There is an equally serious shortage of facilities for training in other professions. Moreover, expensive professional training facilities are concentrated in a few regions. Competition between the institutions offering these fa-

cilities is unavoidable. At the same time the limits of the field of university education are constantly expanding. All universities are called upon to furnish more different kinds of training than they can afford to maintain. It is patent that before long each of our higher educational establishments, even the richest, will have to select a relatively small number of branches in which it will offer professional education. Each will have to specialize and the directions in which each is to specialize should be determined by its location, its equipment, and by the demands of its constituency. If gradually and by joint agreement the distribution of schools for higher professional training could be arranged in accordance with a systematic plan, the interests of the country would be greatly served.

GREATER PROGRESS FOR BRILLIANT STUDENTS.

Ability of the Average Now Determines Pace in Colleges—Best Men Should Not be Restricted.

Brilliant students should be separated from average ones and a higher grade of work required of the former, according to Frank Aydelotte, the new president of Swarthmore College. We are educating more students up to a fair average than any other country in the world, said President Aydelotte in his inaugural address, but we are wastefully allowing the capacity of the average to prevent us from bringing the best up to the standards they could reach. To check this waste, students really interested in the intellectual life should be set a new standard of attainment for the A. B. degree, distinctly higher than we require of them at present and comparable perhaps with that which is now reached for the A. M.

The average or below the average student should not be denied the benefit of a college education. He needs this training, and we need his humanizing presence in the colleges, but we should not allow him to hold back his more brilliant companions from doing that high quality of work which will in the end best justify the time and money which we spend in education.

Avoid Spoon Feeding for Able Men.

With the more brilliant students it would be possible to do things which we dare not attempt with the average. We could allow them to specialize more because their own alertness of mind would of itself be sufficient to widen their intellectual range and give them that ac-

quaintance with other studies necessary for a liberal point of view. We could give these more brilliant students greater independence in their work, avoiding the spoon feeding which makes much of our college instruction of the present day of secondary-school character. Our examinations should be less frequent and more comprehensive, and the task of the student should be to prepare himself for these tests through his own reading and through the instruction offered by the college; he should not be subjected to the petty, day-by-day restrictions and assignments necessary for his less able fellows.

By altering the character of our instruction from a secondary to a college and university level we ought to be able to dispense with some of the drudgery of teaching and release at least a portion of the time of college and university professors for study and research, thus in turn raising the whole level of our education.

Separation Is Already Taking Place.

This development is already under way. The separation of honor men from the main average body of students is already taking place in a number of institutions in the country, and we are witnessing to-day a gradual development of a system of junior colleges which will operate eventually to release our endowments for higher education for specifically higher training.

We can never again return to one course or two for all our students of liberal arts, but we must simplify and unify the courses for the A. B. degree, allowing a certain number of major choices as to subjects, and, once the major choice is made, insisting rigidly on the implications of that choice. We should test the student's proficiency in his work as a whole by comprehensive examinations which will demand an understanding of the relations between different subjects, which will make each year depend upon those that have gone before, which will eliminate the possibility of success by cramming, and which will enable us to substitute a qualitative for a quantitative standard for our degrees. This would involve a more limited program of studies and a more thorough standard of attainment in each.

To extend the service of Rutgers College throughout central New Jersey, the college authorities expect to give evening business courses next term not only in the college building at New Brunswick, where they are now given, but also in the neighboring cities of Plainfield, Trenton, and Elizabeth. Both elementary and advanced courses are given.

CAMP SCHOOLS OF SCOUTING FOR FRENCH YOUTHS.

A Thousand Young Frenchmen Receive Instruction of the Kind that Characterizes Scouting—Model Camps on Battle Fields from Which It Was Necessary to Clear the Unexploded Shells.

By LORNE W. BARCLAY, *National Educational Director of Boy Scouts of America.*

France suffered more than her share in the Great War. Great as was the material destruction of the north of France, still greater was the injury done her youth through the elimination of educational facilities, especially of the social and recreational sort.

France is now going forward with rapid strides, not only in the rehabilitation of her farms, factories, towns, and villages, but also in the reestablishment of her educational program which suffered so much. The devastated school-houses bear mute testimony to the great need for sympathetic cooperation of all educators with France's program of reconstruction.

Constructive Program of Health Education.

The American Committee for Devastated France, headed by Miss Anne Morgan and Mrs. A. M. Dike, during the period of the war carried the message of America's friendship to the unfortunate of the battle-scarred Department of the Aisne, the Department in which so many American soldiers gave their lives. With the signing of the armistice, the American committee continued its program of relief, but its program gradually changed from that of relief to that of constructive education in health, recreation, and physical education, along with assistance to the organization of agricultural syndicates and home reconstruction.

Soon after the armistice, the need for recreational activities for the boys of the devastated towns and villages was evident. Not only had their homes been destroyed, but also their social and recreational life. To meet the need for the reestablishment of recreational life, the American Committee for Devastated France undertook to assist the Boy Scouts of France by offering a training school for boys, which was held at Francport, near Compiègne, during the summer of 1920. The American committee secured the help of the Boy Scouts of America to supply the technical leadership.

Scouting Neglected for Five Years.

Up to the beginning of the war in 1914, the idea of scouting and out-door education grew substantially among the French people. With the declaration of war,

when all France's resources were mobilized for defense, the scout movement had to be sacrificed. The result was that by the end of the war, although the leaders of French scouting made heroic sacrifices to keep the work going, and although their record during the war for service was magnificent, nevertheless, five years had been cut out of the development of scouting for French boyhood.

Three Official Boy Scout Organizations.

There are now three growing scout organizations in France, all recognized as official by the International Boy Scout Bureau, namely, Eclaireurs de France (neutral), Eclaireurs Unionistes (Protestant), and Les Scouts de France (Catholic).

The Camp-Ecole de Scoutisme, established by the American committee at Francport, near Compiègne, 1921, was epoch making in its influence upon boys' work in France. It was there that the spirit of unity and cooperation among the three scout associations of France had its practical demonstration. This year found this spirit continuing in growth and with it a great desire to push the work of the boy scouts in France.

For Young Men and Boys.

The camp school of 1920 had for its purpose the training of boy leaders from the war-stricken villages of the devastated regions. This objective was enlarged for 1921. The purpose of the camp schools for this year was to give to the boys of France, especially to those of the devastated areas, an opportunity to receive, under exceptional conditions, physical, moral, and intellectual training, and also to offer to young men and adults in France an opportunity to learn to be scout masters and thus to serve as leaders of the boys of their home communities. To meet this end it was necessary to establish two camps, one for scout masters and future scout masters and one for younger boys. The locations of the camps were: La Croix St. Ouen, near Compiègne (Oise), and at Corey near Villers-Cotterets (Aisne). At La Croix St. Ouen two training camps of two weeks each were held for scout masters, and one for boys under 17 years

of age. At Corey four camps of two weeks each were held for boys.

It was on account of the achievement of 1920 in the development of good will among the scout associations that the American committee, in the organization of the camp schools for 1921, invited the participation of the three scout associations recognized by the International Boy Scout Bureau. These three associations then organized a committee of direction of the camp ecoles de Scoutisme Français. The work of the camp ecoles was then put under this joint committee. To facilitate the work of the committee of direction a technical subcommittee was appointed.

To Develop French Leaders.

The representatives of the three scout associations, with the representatives of the American committee, vigorously took the management of the camps in hand, realizing the responsibility and the opportunity for service. The American representatives of the American committee put themselves at the disposal of the French leaders and worked as their assistants so that the French leaders should get the experience in leadership and in taking the responsibility for the direction of the camps. The purpose of the American committee has been to help France through agencies already established in France rather than by substituting American leadership for French leadership and attempting to build up new agencies. Through the plan of organization adopted by the American committee of working with the three scout associations, this purpose was made a reality.

French Government Contributes Equipment.

The ministry of the liberated regions, which had been so helpful in providing equipment last year, again assisted with the camp schools of 1921. The Department of the Oise, through the prefect of the Oise, provided bedding, blankets, beds, cooking utensils, kitchen equipment, and tools for the camp at La Croix St. Ouen. The tents were provided by the American committee. At Corey similar equipment was provided by the ministry of the liberated regions through the prefect of the Aisne; the American committee also supplied the tents at this camp. This equipment was a tremendous contribution on the part of the French Government and added much to the success of the camps, for without the equipment it would have been impossible to have carried through such a fine demonstration of camp arrangement and equipment. The camp at La Croix St. Ouen was laid out in the form of an American eagle, with the headquarters tent where

the head of the eagle would be. There were 45 sleeping tents, each for six campers, and 2 large Bessaneau tents, one for recreation and the other for mess. At Corcy there was 1 large tent and 80 sleeping tents, each for 8 campers; also a large Bessaneau mess tent. All tents, as at La Croix St. Ouen, were equipped with small iron beds, straw mattresses, pillows, and blankets. The location at La Croix St. Ouen was along the south bank of the River Oise, and the camp at Corcy was in the forest of the Chateau of Corcy.

Implements of War on Camp Ground.

The Corcy camp was in a battle field where the Americans had fought. At one end of the camp were French trenches and at the other end were German trenches. The headquarters tent was in no man's land. The village of Corcy was completely destroyed and was in full view of the camp. Ammunition and implements of war lay around the camp, and it was necessary to keep close supervision of the boys for fear of accident. It was necessary to explode many of the big shells which were sticking out of the ground on the site of the camp. The Corcy camp was specially favored in that it received a subvention of 100,000 francs from the ministry of the liberated regions, which went toward paying the maintenance expenses of the camp.

The camp was divided into four troops with a scout master at the head of each troop, whether the camp was for men or boys. All demonstration work was carried on through the scout masters. The boys worked in patrols, slept by patrols, even took their meals by patrols. This gave exceptional opportunity for training in leadership, organization teamwork, and cooperation. The general administration of the camp was carried on by a headquarters staff. Camp directors, all Frenchmen, were in general charge of the camp. Each camp had a director of activities who gave special attention to the program. There was a director of health and sanitation and of swimming, a director of transportation, a commissary man, a secretary, who had charge of the headquarters, and numerous specialists for instruction.

American Representatives of Fine Type.

The spirit and the quality of the services rendered by the American college students, veteran scouts, who in many cases worked their passage to France so that they might help, was a great object lesson to the French scouts. These young men were excellent representatives of coming America—Messrs. Paul North, J.

W. Danforth, and P. Woods, of Princeton University; G. Barrett Rich, Ansley Newnan, and Jordon L. Mott, of Yale; Henry Cabot Lodge and John Lodge, of Harvard University, grandsons of Senator Lodge, all served as good scouts.

The camps brought together representatives of many countries, and the Americans agreed that they received fully as much in the way of help as they gave. A fine spirit of cooperation was exhibited by the representatives of these various countries.

Provision for Religious Activity.

In the development of the plans for the camps proper facilities were provided for religious activity. There were chaplains for Protestant and Catholic boys and facilities for those of all shades of religious opinion. In this way a program of absolute neutrality was worked out.

In feeding the men and boys a definite effort was made to provide excellent food and, if possible, to increase the weight and improve the health of those who attended. The menus were always under the supervision of the physicians.

The camp at La Croix St. Ouen was in every way a model of sanitation. Certainly there was never a finer exhibition of camp cleanliness than in this camp, which offered very great difficulties to overcome in this respect. There was not a single case of serious illness in the camps. The French boys are real workers. They took great pride in the condition of their tents and made much of the daily tent inspection and the awarding of the flags.

Emphasis Laid on Moral Instruction.

In addition to the regular duties in the camp, much emphasis was put upon moral instruction, especially in the ideals of scouting and good citizenship. Instruction was also given in swimming, fire building, outdoor cooking, hiking, overnight camping, pioneering, and first aid, each period ending with an examination for each day so as to make a definite step forward in his educational advancement. The training was twofold: First, for individual improvement in the scouting spirit, and, second, for experience in leadership, to help them when they returned to their home communities.

In all the seven camp periods the total attendance was about 800 boys and 200 men. This is a tremendous achievement, especially when it is considered that it was done under the leadership of the three French scout associations, which differed widely in organization. The American Committee for Devastated France made this result possible. It was a direct demonstration of the result of devotion to the great cause of training

WHO WAS THE FIRST VISITING TEACHER?

Shall the Claim of the City School Superintendent of Ardmore, Okla., Be Conceded?

I have just received a copy of Bureau of Education Bulletin, 1921, No. 10, entitled "The Visiting Teacher," by Sophia C. Gleim. This is very interesting to me, because I am the first man in the United States to have a visiting teacher in a public-school system. I employed such a person and gave her the title of "Visiting Teacher" in the Ardmore schools in the spring of 1912. She has been active in the work here from that time to date. At that time we were given credit for being the first school system in the United States to employ such an officer.

I am also interested in this Bulletin because I am delighted to see the progress that has been made in this respect in other schools throughout the country. I shall be very glad if there is some way that you can let the facts of this movement be known, and that we may have justice and that we may have credit for starting this in our school system. If I am wrong in this matter I shall be glad to be corrected. If I am correct, I shall be glad to have the correction made.

C. W. RICHARDS,
Superintendent City Schools,
Ardmore, Okla.

Representatives of 19 eastern colleges for women met at Vassar College to present their views on the limitation of armaments at the invitation of the Students' Association and the Political Association of Vassar. Each college sent two students to the conference, which lasted two days. Among the colleges represented were Wellesley, Smith, Mount Holyoke, Barnard, Radcliffe, and Bryn Mawr.

the boyhood of France. The experience showed that other countries can lend a friendly hand to France, and at the same time not destroy her independence of action.

[NOTE.—Mr. Barclay's modesty prevents him from stating that he himself was the leading spirit in this work. He took charge of it in 1921 at the invitation of the French minister of foreign affairs, who recognized the excellence of his work for the camp of 1920. At a luncheon at which the American ambassador presided, a representative of the President of France decorated Mr. Barclay with the cross of chevalier of the Legion of Honor as an evidence of the Government's appreciation of his services.—Editor.]

COLLEGE COURSES IN STEAMSHIP BUSINESS.

Georgetown University Offers College Study as Substitute for the Lifetime Experience by Which British Steamship Men Were Trained.

By ROY S. McELWEE, *Dean of the School of Foreign Service.*

Commercial training for the business side of steamship operation, ashore and afloat, is a new departure for educational institutions. So far as it is known, the School of Foreign Service of Georgetown University is the first higher educational institution to give a complete curriculum of many courses to this end.

Older shipping men had no need for professional school or college training for the steamship business. The British steamship man grows up in shipping offices, from his earliest years; but the United States, in its new era as a shipping Nation, can not wait for the crop of steamship men to grow up from office boy to general manager. It is essential that the years of apprenticeship be reduced by thorough-going professional training.

After the armistice, this fact was appreciated by the Federal Board for Vocational Education and by the United States Shipping Board. The writer, then a special agent for the Federal Board, made a job analysis of a large steamship company in order to ascertain as far as possible what were the various positions in the organization and the requirements of persons to fill them. The result of this investigation was published by the Bureau of Foreign and Domestic Commerce, under Miscellaneous Series 98, "Training for the Steamship Business."

Mr. Edward N. Hurley, chairman of the United States Shipping Board, and Mr. Robinson, his assistant, became interested in the problem and appointed Emory R. Johnson, then serving with the Shipping Board, to collaborate with the writer in the furtherance of business training for steamship men.

The first difficulty that we encountered was the lack of textbooks, and the effort was made, through a subsidy granted by Mr. Hurley from the Shipping Board, to bring out a series of textbooks covering the various phases of the steamship business. Four of these volumes have appeared, the fifth is in press, and the sixth in preparation, at the end of two and a half years.

The publication of these books made it possible for an educational institution to put in a full course in the business of operating steamships for profit. Therefore, the School of Foreign Service offers for 1921-22 the following list of subjects

as an elective group for second or third year students: Steamship Office Management; Wharf Management and Warehousing; Steamship Operation; Steamship Classification and Elements of Construction; Marine Insurance; Export Packing and Ship Stowage; Shipping Legislation; Shipping Seminar; Admiralty Law; Railroad Law; Railroad Traffic and Rates.

The question of finding teachers for such courses is as difficult as that of finding authors to prepare the text in the beginning. The location of the school in the city of Washington, with the large personnel of the reorganized Shipping Board, and also the proximity of the port of Baltimore, with its many steamship men, has gone far toward solving this problem. The interesting combination is being worked out; that of supplying the students with the textbooks written by men who can collect and compile data, but are not necessarily practical shipping men—on the contrary they are mostly professors of transportation—and then engaging as lecturer a practical steamship man whose memories of his own experiences are set in operation by the suggestion he gets from the chapter in the book assigned for the coming lesson. In this manner, the students will receive through their texts, an orderly presentation of the subject matter, elucidated by the personal practical experiences of the instructor.

Through this combination of practical shipping man and orderly textbook, now that the texts are in hand, it is possible to give a thorough-going professional training in the details of the various phases of steamship office and ship operation. The professional training for the steamship business is going through the same course of development as law and medicine a generation or more ago, and it is hoped that with the great need of the country for men thoroughly conversant with the best practices in operating ships for profit this new professional education will develop much more rapidly than even the schools of law, medicine, or engineering. It is hoped also that the initial steps taken by the School of Foreign Service to give this professional training will lead the way for other institutions located at strategic shipping centers.

CONSIDER TRAINING OF MANUAL ARTS TEACHERS.

Training of teachers of manual arts will be discussed at the twelfth annual manual arts conference, which has been called by the United States Commissioner of Education to meet at the University of Michigan, December 8 to 10. Institutions in the Mississippi Valley engaged in the training of industrial teachers are invited to send a representative each, and the State department of education of each State in this region is also invited to send a representative. Influence of the vocational motive in the choice of curricula by high-school students will be the topic of the opening discussion. Among other subjects will be: The manual training teacher's part in stimulating the creative impulse; relations between the departments of economics and sociology and vocational education in the university; suggestions for correspondence instruction methods. Only one topic will be taken up at each session, so as to give opportunity for full discussion.

CAMBRIDGE DENIES FULL PRIVILEGES TO WOMEN.

As a result of the action of the senate of Cambridge University denying women students equal privileges and rights with men, some women are leaving for Oxford, where the status of the sexes is equal. According to the decision of the senate, the students of Girton and Newnham Colleges may not become members of the university, although they are entitled to titular degrees conferred by diploma. A compromise measure, under which women were to be admitted to a limited membership, including eligibility to professorships with restrictions and a measure of self-government, was defeated by the vote of the university senate.

Literary evening institutes have been established by the London County Council for persons older than 18 years of age. These institutes do not undertake any vocational training, but give courses in such subjects as music, including country dances and folk songs, astronomy, biology, horticulture, history, languages, art, and modern English literature. The schools are conducted on the cooperative plan, and they carry out the ideas and suggestions of students. Educational visits to places of interest are on the program.

Teachers' salaries, textbooks, and supplies use 80 per cent of Cincinnati school funds.

SCHOOL LIFE

Issued monthly, except July and August, by the Department of the Interior, Bureau of Education.

Editor, JAMES C. BOYKIN.

Assistant, SARA L. DORAN.

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DECEMBER, 1921.

FILIPINO SCHOOLS INDUCE PERMANENT SETTLEMENT.

Nomadic Filipinos are influenced to settle down and form communities by "settlement farm schools." As the nucleus of a community, a school farm with a four-year primary school is established in which the pupils are taught farming as well as academic subjects. The parents of the pupils are encouraged to settle near the school and to undertake some agricultural work themselves with the help of the children. While the community is in its infancy the school farm feeds the families that have gathered. As the people improve in farming ability so that they can take care of their own needs and the settlement becomes fixed, the school farm remains as the central influence, and many of the schools continue to exist in the permanent farming communities. Two hundred twenty-two settlement farm schools are reported by the director of education for the school year 1919-20, many of which were established in communities which were already well developed. Sixty of these were established since the previous year's report. The value of the products raised at settlement farm schools during the school year 1919-20 was almost twice that of the previous year.

CHILDREN'S BUREAU WILL STUDY VOCATIONAL GUIDANCE.

The United States Children's Bureau, in cooperation with the Junior Division of the United States Employment Service, is about to commence a field study of the conditions under which children are prepared for and directed into industrial life in this country, with special reference to the work done by public and private placement bureaus, vocational guidance departments in schools, and similar agencies.

It is proposed to study intensively the work which is done in perhaps a dozen or fifteen cities in which some significant phases of a vocational guidance program have been undertaken.

In planning this study the Children's Bureau has had the cooperation of the United States Bureau of Education, the Federal Board for Vocational Education, the Junior Division of the United States Employment Service, and the officers of the National Vocational Guidance Association and other persons interested in educational and industrial aspects of the vocational guidance problem.

VISITING TEACHERS NECESSARY TO AMERICANIZATION.

Any plan of Americanization is incomplete which does not include visiting teachers for reaching mature immigrants who think they are too old to learn the English language.

The writer of the letter which follows may not be aware of the work which others have done in this line, but he has reached a conclusion which is clearly correct, and the statement of his experience is of value because of its point of view.

193 HOMESTEAD AVENUE,
Hartford, Conn., November 7, 1921.

COMMISSIONER OF EDUCATION,
Washington, D. C.

SIR: I am using my spare time in promoting good will among my countrymen toward the learning of English, and I am also exhorting them to respect the laws and institutions of our Nation.

Most of the Italian immigrants are peasants, and therefore extremely pessimistic toward the learning of English. They have no inclination for going to any schools; they believe that the English language is impossible to learn. As a result they prefer to remain in total ignorance of it rather than put forth their greatest efforts in trying to learn it.

As I have experimented for almost a decade, schools have no influence whatsoever over these people. But if a good pro-national worker should visit them and explain to them the great necessity of learning English and the benefit derived from the schools, and if he should try also to raise some optimism in their minds, they would see things in a different light and attempt to learn the English language for themselves.

I do this work in Hartford, but here it is not so necessary, for the atmosphere is American and they must learn some English whether they wish to or not.

In greater New York and other large cities, on the other hand, in the Italian sections the atmosphere is decidedly Italian, and that is why 75 per cent of them do not know one word of English.

I believe that if practical pro-national workers could be employed to work among these people, raising in their minds more interest for the schools, they would induce them to become more zealous toward the English language and, as a result, they would become good citizens.

JOHN ANTHONY D'AMATO.

BUREAU OF EDUCATION A MODEL FOR GERMANY.

A national bureau of school information and school statistics has been established by the German Reichstag, and 200,000 marks was appropriated for its maintenance. Its aim is to bring before the teachers of Germany school statistics covering German education and also other information about progress in education at home and abroad. The measure received the support of all parties. The sentiment was expressed in the debate that the appropriation should be used less to compile statistics than to give a survey of the chief conditions of all types of schools in all countries.

The report speaks of the excellent prospects for an increase in the annual appropriations so that the publications of the institution may become a parallel to the "widely famous Annual Reports of the Commissioner of Education in Washington."

SCHOOLS ARE STATE, NOT MUNICIPAL, AFFAIRS.

City schools should be financed by the State and not by the city, said Dr. Frank Pierrepont Graves in his inaugural address as head of the educational system of the State of New York and president of the University of the State of New York. Education is a State and not a municipal function, according to Dr. Graves, and costs of education ought not be included within the restrictions imposed on taxes raised for city purposes. Special training for rural teachers, extension of educational measurements, a modernized department of attendance are some of the necessities of education that must not be neglected, even though the school bill is multiplied.

SPAIN AND BELGIUM PLAN RECIPROCITY.

Spain is considering a proposal from the Belgian Government for the exchange of professors and students between Spain and Belgium. According to the proposed arrangement the Spanish and Belgian professors will continue to receive their salaries from their home Governments and institutions and will receive in addition a bonus from the Governments to which they are sent. Arrangements are under consideration also for a harmonization of the scholastic requirements of the Belgian and Spanish universities, in order that students may receive credit in their own institutions of learning for courses taken abroad.

HARD TIMES STIMULATE COLLEGE ATTENDANCE.

Registration at Universities Greater Than Ever Before—Provision for Self-Support an Important Factor.

By H. W. CHASE, *President of the University of North Carolina.*

(Condensed.)

A curious aspect of hard times is that the rush on the colleges is stimulated rather than retarded. This apparently illogical sequence of events is particularly noticeable in our part of the South to-day. Nowhere in the country, perhaps, has the population been so hard hit by the collapse of prices as in this great cotton and tobacco section, and one would naturally suppose that college education, which has always been looked upon as a luxury by a large part of the public, would be in less demand than before. Yet the opposite is true. Here at the University of North Carolina our registration is greater than ever before.

Why do those who seek higher education increase in number in a period of depression? The favorite answer seems to be that the very business stagnation itself, causing a lack of attractive openings in industry and agriculture, persuades many young men and women who had thought to stop their education with the high school to prolong it a few years.

Opportunity for Self-Support Encourages Attendance.

One thing that helps to offset financial factors discouraging to attendance is the expanding opportunity for self-support in the universities and colleges. The number of ways that ambitious youths now find to pay for their college training is truly amazing. Students do clerical and stenographic work, wait at table, work in the printing and lighting and water plants, tend furnaces, and even do the hardest sort of skilled and unskilled manual labor—carpentry, masonry, excavation, and the like—in order to eke out their expenses. Our self-help bureau is one of the most important divisions of the university's administrative machinery.

But in this southern State I should be inclined to attribute the increased demand for higher education mainly to the impetus of a movement which, having got well under way, was too strong to be held up by even such a serious obstruction as a financial collapse. A vigorous educational campaign launched in the closing years of the past century led to a rapid extension of elementary and

high-school education in North Carolina. Facilities at the higher institutions have come nowhere near keeping pace with the secondary schools, and, of course, we have not been able to handle the flood. The number of students demanding admission is sure to be still greater in the future. A recent survey of 17 principal high schools in the State showed that the graduating classes were 46 per cent larger than the year before. Graduates from high schools have multiplied fourfold in the past four years.

University's Appropriations More Than Doubled.

In the face of the business stagnation the State legislature, at its recent session, more than doubled the university's appropriation for maintenance, increasing the two-year allowance from \$430,000 to \$925,000. This grant of funds followed a demonstration of the extraordinary demands that were facing the institution. Some voices were raised to declare that the State could not afford to vote the money, but the legislature took the long view and decided that it could not afford not to. It did not grant all that the educational forces asked, but it did take a long step forward. The university trustees had sought authorization for a six-year building program involving an expenditure of \$5,585,000. The legislature authorized a two-year program instead, but promised the trustees a friendly ear if they would come back two years later and repeat their request.

The entire program, which we hope to see completed by 1927, calls for new dormitories for 1,275 students, three classroom buildings, a law building, a pharmacy building, a geology building, additional buildings for chemistry and medicine, additions to the library, a new gymnasium, enlarged infirmary, an administration building, and an auditorium to seat 3,000 persons. The campus layout, in addition, provides for the Graham memorial, a gift from alumni, which will be a students' gathering place corresponding in a general way to the Harvard Union.

TWENTY-THREE PER CENT COMPLETE COURSE.

The class which graduated from the Denver high schools last June numbered 4,335 when it entered the first grade in 1909. Of this number 3,358 finished the eighth grade, 2,081 went on to high school, and 997 graduated.—*Denver School Review.*

Practical laundry chemistry for workers in that line is taught in a 12-week evening course at the Washington Irving High School, New York City.

RELIGIOUS STUDY CREDITED FOR DEGREES.

Instruction is Given by Teachers Nominated by Pastors and Approved by College Director of Bible Study.

Nine churches cooperate with Colorado State Teachers' College at Greeley in giving courses in religion, including the Methodist Episcopal, Baptist, Congregational, Presbyterian, Roman Catholic, United Presbyterian, Unitarian, Episcopal, and Disciples of Christ. The plan has also been approved by eminent Jewish teachers. The Bible and supplementary readings are taken up in these classes, which are given in the Sunday school hour at the churches. College credit is given for satisfactory work, which includes a detailed notebook, a short thesis, and the passing of a final examination, as well as the usual number of hours of attendance.

Each denomination is privileged to impart instruction according to its own ideas, and since the work is not taught by public-school teachers nor in school hours there has been nothing in the plan to conflict with the laws of the State. Variation in textbooks has been exercised, an elastic list of recommendations having been made by the committee representing the different churches. Among the books used have been Chamberlain's *Hebrew Prophets*, Kent's *Historical Bible*, Sanders' *History of the Hebrews*, Burgess' *Life of Christ*, Abbe Fouard's *Life of Christ*, and Pope's *Prophecy of Israel*. Among the reference books have been the *Jewish Encyclopædia*, the *Catholic Encyclopædia*, and Hastings' *Dictionary of the Bible*.

Teachers are nominated by the pastors of the churches, and if their general education and special preparation for teaching the Bible are considered satisfactory by the college director of Bible study they are approved by the college. Examination questions are made up by the teachers and approved by the director.

A daily record sheet of health habits is kept for every pupil in the schools of Washington, D. C. The record is kept on the basis of the teacher's daily inspection and is sent home with the report card to be signed by the parent and returned.

One year's study of the Norwegian language is compulsory at St. Olaf's College, Northfield, Minn.

EDUCATIONAL ASPECTS OF LEGION'S CONVENTION.

(Continued from page 73.)

Dame de Sion, where several little girls welcomed the marshal in the French language, he responded, "Children, I came to America because I love this land. I wanted to show my appreciation. We have been friends in war; we must be friends in peace. You boys, when you grow up, must work; you little girls, when you are women, must remember to pray."

When asked what impressed him most about America, Gen. Diaz, of Italy, said: "Your school children and the spirit of the American Legion have impressed me. Your school children first, because they are the United States of the future. Your former soldiers belonging to the Legion have a splendid military bearing, a fine rhythm to their marching, a spirit which enters with a will into what they do. One who sees them knows they represent a fighting spirit backed by honor and feels like shouting, 'Long live the United States!'"

Belgium Ready to Aid America.

At the banquet Baron Jacques, of Belgium, in a glowing tribute to America asserted that should America ever be imperilled by a foe, the armies of Belgium would assuredly come to fight for her. Earl Beatty, of England, gave great credit to the American Navy for its part in the winning of the war. Said he, "Without the American and British Navies, England would have ceased to exist and the magnificent army of American soldiers could never have crossed the seas to fight German militarism."

We believe that school people will be interested to know that we doubt if there was ever a gathering in the country where the spirit of pure American patriotism ran higher. Further, the utterances of the distinguished representatives from the allied nations brought the fervor of international good will and sympathy to the white heat of those heroic but trying days in which we struggled with them against the common foe of liberty. The stupendous ovation accorded these men before the convention and their words of gratitude, esteem, and unmistakable friendliness for America will all go far, we believe, to strengthen the bonds of brotherhood begun between our country and these nations during the war. They should go far in preparing the way for successful results in the coming conference on the limitation of armament.

Cooperation with Schools Heartily Indorsed.

The program of Americanization submitted to the National Education Association at Des Moines by Henry J. Ryan, at that time director of the Americanism commission of the Legion, and en-

thusiastically indorsed by that body, was indorsed with equal enthusiasm by the Legion at Kansas City. If our memory is correct, every resolution with reference to this program of cooperation with the schools was adopted without a dissenting vote. We wish to take this occasion to declare the unstinted support and cooperation of the Bureau of Education in every way possible with the Americanization program of the Legion. We expect the earnest support of the school men and school women of the country, whose loyal patriotism has ever been one of the Republic's chief assets. This is the greatest piece of constructive work that the Legion is undertaking, and we predict that the teaching profession will respond with alacrity to it.

Educational Policies of the Legion.

Alvin M. Owsley is now the able director of the movement, succeeding Mr. Ryan. The work is carried on from the national headquarters of the Legion at Indianapolis through its organization in the various States and departments. The chief policies and principles advocated are summarized in an article in the American Legion Weekly for October 28, as follows:

To make America a better America; to educate the alien for citizenship and the citizen for better citizenship; to require the English language as the only medium of instruction in the elementary and high schools, both public and private; to require the teaching of American history and civil government in these schools; to devote a certain period of time each day to patriotic exercises; to fly the American flag from all schools; to cooperate with educators and raise the standard of education to combat anti-American activities; to create better legislation for immigration; to add solemnity to naturalization; to cooperate with patriotic organizations; to promote good will among all who have common interests for the good of America; to restrict voting to citizens only; and to gain the widest publicity for Americanism.

Campaign for American Education Week.

The Americanism commission of the Legion is planning an American education week, December 4-10, for a nationwide campaign for its Americanization program among the schools, commercial clubs, and other organizations of men and women which are devoted to civic and patriotic enterprises. The National Education Association and the Bureau of Education are cooperating with the Legion in the promotion of this American education week. The National Education Association has a committee appointed for this purpose. The bureau has already sent out letters to all State departments of education urging that they support the movement. We hope and we feel confident that our schools will enter heartily into the observance of this week.

The Bureau of Education has had copies of the Constitution of the United

CLARK OPENS GRADUATE SCHOOL OF GEOGRAPHY.

Teachers Will Travel a Half Year for Field Study—Individual Research is Encouraged.

In accord with the new interest that the United States is taking in the rest of the world, Clark University has opened a graduate school of geography, where students will be trained for the many positions that demand trained geographers. The great business houses, especially those interested in foreign trade, are calling for experts in economic geography; colleges and universities, normal schools and high schools need men and women as supervisors and special teachers of geography. The Consular and Diplomatic Service and the scientific bureaus of Government departments require of their personnel considerable knowledge of our own and other countries. The United States civil service has recognized geography as a profession, and it is so considered by the graduate students who have chosen this subject as their field.

Professors from Other Countries Will Lecture.

In preparation for work in the graduate school, and for the general benefit of the students, many courses in geography and related subjects are given primarily for undergraduates. Graduate students are encouraged to do individual research work rather than to burden themselves with many lecture courses. Research work will be done under the direction of the staff of the school, which is directed by Dr. Wallace W. Atwood, professor of physical and regional geography and president of the university. To collect first-hand information on the subjects they are teaching, the members of the staff will have the opportunity to travel a half year every two years and the results of their field studies will be published. Plans have been made for professors from foreign countries to give courses in the geography of these countries.

States printed for free distribution. These copies have been almost exhausted already, but those that are still available will be sent gladly to persons who can use them during American education week. When the supply is exhausted copies of the Constitution may be obtained from the superintendent of documents, Government Printing Office, Washington, D. C., at the following rates: Single copies and in quantities of less than 50, 5 cents each; quantities of 50 and upward, 2 cents each.

SPOKANE JUNIOR RED CROSS HOSPITAL.

Established to Maintain Vitality of an Agency Which Had Proved to be of Great Value to the Welfare of Children—Patients Proud of Their Experience.

By ORVILLE C. PRATT.

[Read before the Thirteenth Annual Conference of the American School Hygiene Association.]

The Junior Red Cross was the principal instrumentality through which the children of America contributed their share toward winning the war. The response of children to the idea was immediate and enthusiastic; they entered upon every suggested line of work with the utmost readiness and zest.

Armistice Caused Relaxation of Effort.

Within a few weeks after the beginning of the school year 1918-19 came the armistice and the end of the war. This was followed by an immediate letting down of effort by everyone. There was no longer any specific, definite, and valuable service for the Junior Red Cross to render. It began to drift like a ship without motive power. Before the end of the school year it was in process of rapid disintegration. In the fall of 1919 it was seen that the war-time interest and motivation of the organization must be restored if it was to function vigorously again.

The plan finally adopted in Spokane, Wash., was that of entering upon a health program for the school children, and the first step in this direction was the establishment of a children's clinic and hospital for the care of indigent children who were suffering from remediable physical defects. It happened that there was available space in the Horace Mann School Building and the Spokane School Board granted to the Junior Red Cross the use of the rooms there free of charge. A completely equipped operating room for tonsil and adenoid cases was fitted up, and five beds were placed in adjoining rooms. A surgeon was employed to perform 10 operations a week, and a nurse was furnished by the Senior Red Cross to give her entire time to this work.

Medical Inspectors Could Only Recommend.

The Junior Red Cross clinic and hospital opened in January, 1920, and to date 620 children have been operated on for the removal of diseased tonsils and adenoids. Medical inspection had been in effect in Spokane for more than 10 years before that time. In that period chronic tonsil and adenoid cases from indigent homes had been recommended

for treatment time after time for years with no results. The parents from such homes were simply unable to pay for the needed operations, no matter how clearly they realized the need. The law in the State of Washington is such that the schools can detect physical defects, but can do nothing directly to remove them. The plan of the Junior Red Cross, therefore, filled a long unmet need.

The idea of a clinic and hospital of their own made a strong appeal to the children, and this was at once reflected in their renewed interest. The boys in manual training regarded it as a privilege to make the necessary bedside tables, chairs, and cabinets. The girls in sewing were glad to fashion and prepare the bed linen, bed jackets, operating gowns, curtains, and towels. Even the mentally defective pupils wove rugs for the hospital floors. Teachers and principals gave it their hearty support, because it offered a solution to the long-standing problem of how to remedy the physical defects of indigent children.

Seven Nutrition Classes Organized.

The favorable attitude toward the work of the juniors brought increased membership in the organization and thereby increased the amount of money available for use. Accordingly when schools convened in September, 1920, a second step in the health program was taken by the employment of a nurse to give her entire time to nutrition work. Scales for weighing and measuring children were bought and placed in seven of the close-in schools. Of 3,963 pupils weighed and measured, 1,432, or 36.1 per cent, were 7 per cent or more underweight. Of these underweight children only about one in five was free to gain. The others were kept underweight chiefly because they had one or more physical defects which interfered with proper growth. A nutrition class of pupils free to gain was organized in each of the seven buildings. Much interest was aroused among parents, and as a result other organizations also took up nutrition work.

In December, 1920, the Supreme Court in the State of Washington rendered a decision that any kind of medical or den-

tal treatment of pupils was contrary to State law. Previous to that time the Spokane schools had employed a dentist four days each week while the schools were in session. It became necessary either for this work to be dropped entirely or for it to be taken up by the Junior Red Cross. The juniors decided that they could finance this dental work also, and thereby took the third step in their health program. With the opening of schools in September the dentist was employed for full time. In the first six weeks of his work this fall he had appointments with 191 children, completed 113 cases, and worked on 470 teeth.

Nearly All Pupils Are Members.

The way in which this work by children for children has appealed to school pupils is evidenced by the results in membership. In 1917-18 the membership was 48 per cent of the enrollment. In 1918-19 it was 51.7 per cent. When the accomplishments of the juniors became manifest in 1919-20 the percentage of membership increased to 75.6. At the end of the first two months of school this year the memberships already paid in amounted to 62.5 per cent of the enrollment and will no doubt again run over 100 per cent for the year.

The success of this plan, because of its appeal to children, is to be contrasted with the fate of the Junior Red Cross in the region about Spokane, in which no such program was undertaken. Without exception, the war-time organization of juniors in the surrounding territory has wholly disintegrated.

Throughout its four years of work in the Spokane schools there has been entire harmony between the Junior Red Cross organization and the administration of the schools. The school authorities recognize the very high character of the service rendered by the juniors, not only to those directly benefited but quite as much in the valuable life lesson of helpful cooperation which the work instills in all pupils.

Children Attend Meetings of Board.

For the best results to be secured in this respect the children themselves should be represented at occasional meetings of the junior board. The plan is to have a meeting at the hospital at least once each semester and to have in attendance at the meeting a child from each school. The principal of each school names as a delegate for the school some child whose scholarships and general usefulness may be thus recognized. The school delegates see the hospital while there are children there, hear about what has already been accomplished, participate in the discussion of present problems, and report back to their schools. It

is evident that this arrangement tends to stress in the minds of the children the idea of the Junior Red Cross as their institution.

Patients Describe Their Experiences.

To this point the origin and accomplishments of the Spokane Junior Red Cross have been outlined without citing specific illustrations of the reaction of children toward it. The letter of an 11-year-old Italian boy, Mike Mantello, to the health supervisor will illustrate. Mike wrote as follows:

DEAR DOCTOR: I was the first boy to be operated so I went to the operation room. I layed myself on the table then she put a piece of rag on my nose and eyes then they through some ether on it. It was beginning to smell bad. The last 2 words I said was how long will it take? Miss Green said about 3 minutes dear.

They were through. Then they brought me to my bed. I was waking up. I was crazy. I kicked the quilt all over the bed. I said to myself I wish I would have went to the clinic yesterday, for now I got a bad cold that I feel like killing myself. I was getting better and I said I was in the clinic and didn't know it.

I went home in a auto and am glad them old rotten things is out. I was well in 6 days.
MIKE MANTELLO.

The letter which follows, written October 31, 1921, gives another child's version of the service of the clinic to her personally:

DEAR RED CROSS: I had my adenoids and tonsils taken out last winter. I am feeling fine now. I gained 15 lb. sence. They took the best care of me there. Before I had them taken out I was out of school every little while. Now I am in school every day. I can study better now than I could before also. I am getting better grades. I feel 100% better sence and I think every city should have one to care for the children that can't pay to have them taken out.

JENNIE C.

Do Not Feel They Accept Charity.

The letters quoted are typical of the reaction of pupils toward the children's hospital. The finest thing about the institution is that the children who receive its benefits do not feel that they are accepting charity. They prize their experiences and are the envy of comrades not so fortunate. Because the hospital is theirs they go to it with very little of the dread which ordinarily accompanies a visit to the surgeon. One morning when several children were brought in at the same time, the question of precedence arose among them, each wishing to be first. A little girl, who was still wearing a khaki overseas cap, stepped up and insisted, "I'm a soldier so I ought to go first."

A letter sometimes reveals other opportunities for the Junior Red Cross to be helpful. Take the following letter, re-

ceived in connection with the nutrition work, as an illustration:

DEAR MISS MILLER: I am dropping you a few lines to let you know the nurse wrote mama a letter telling that Martin was not very fat and because he did not weight enough. What can mama help because he does not weight too much she gives him all the food she can afford to give him. She has seven more boys to feed beside Martin. I guess thats all for this time.

Mrs. GRANDINETTI.

Milk for Undernourished Children.

The problem of furnishing milk at recess time to undernourished children was met in part at least by buying it at wholesale prices and selling it at retail to those who could afford to pay for it. The difference between the wholesale and retail prices made it possible for milk to be furnished free of charge to those pupils who were unable to pay for it.

After two years of experiment with the Junior Red Cross, reorganized along the lines indicated, it is the firm conviction of those connected with it that it deserves a place in every system of schools. It offers children a definite relief work to do upon which they can enter with enthusiasm because they can see the benefits derived from their efforts. It is therefore in harmony with and constitutes an example of the highly educative project method of teaching in that the impulse to action proceeds from an inner urge rather than from outer compulsion. It leads children to cooperate for a worthy end and teaches them the effectiveness of united action.

Moreover, it directs the attention, not only of the children but of everyone in the community, to the health side of education, which is education's most neglected aspect. The exact program to be undertaken will vary, of course, in accordance with the varying needs of different communities. The field of opportunity is wide and it will not be difficult to find a neglected spot worthy of cultivation.

Membership a Collective Matter.

Then, finally, there is the service of incalculable value which may be rendered without pauperizing effects to indigent children. They are the unfortunate who dwell in the valley of the shadow of poverty, close by the borderland of pauperism. They must be helped, but in receiving help they must not be pauperized. The Spokane juniors guard against the danger of pauperism in two ways. In the first place, membership in the Junior Red Cross is not an individual matter, but is a collective enterprise based upon the school as the unit. Individual contributions are solicited,

NEW YORK SCHOOLS KEEP OPEN HOUSE.

Week Set Apart for Parents' Visits—Principals and Teachers Explain Activities and Answer Questions.

Open house was kept by the New York City public schools during the week of October 10, which was known as school week. Mothers and fathers visited the classrooms and heard their children recite; they talked with the principals and teachers, saw the written work of the various classes, and enjoyed pageants, music, dramatizations, etc., in the assemblies. Invitations were issued by many principals, and in some schools they were written by the pupils. Parents' associations joined with the school authorities in carrying out the week's program.

Some principals held conferences every day with the parents to explain the activities of the schools and to answer questions. Nearly every school had a parents' meeting during the week. Many schools gave demonstrations of their work in gymnastics, domestic science, etc., executed fire drills, showed their manual work, and did everything to show the citizens what the schools are doing. Public School 22, on the lower East Side, held a parade, headed by the principal. Classes were costumed to represent the various nations which colonized America. This was a part of the preparation for the "America's Making" pageant, for which all the schools were getting ready. Some schools gave dress rehearsals of their parts of the pageant as a special performance for the parents.

High-school students made posters, prepared programs, and escorted visitors about the school during their study periods. Far Rockaway High School had an exhibit of airplanes made by members of the aero club and an illustrated lecture by members of the bird club. At Washington Irving High School the guests saw the girls at work in science laboratories, in classes in costume designing, advertising, sewing, millinery, and other practical work, as well as in the regular academic classes. Students conducted them to the greenhouse, playgrounds, lunch room, model apartment, school savings bank, and other parts of the school.

but much of the quota is secured by some project, such as an entertainment or a paper drive, in which all pupils can participate. Then, in order that the self-respect of the family from which a child goes to the hospital may be maintained, the parents are invited to contribute any amount not to exceed \$5.

STATE UNIVERSITIES ARE OVERCROWDED.

Speakers at Meeting of National Association Favor Limiting Enrollment—Extension of Research Urged for Land-Grant Colleges—Country Life Association Meets.

To preserve its historic cultural ideal in strength and vigor and at the same time to serve the needs of the day is the problem of the university, said Dr. E. A. Birge, president of the University of Wisconsin, at the annual meeting of the National Association of State Universities, which was held in New Orleans November 7 to 10. Dr. Birge, who is president of the association, went on to say that demands by the public and the students for knowledge of immediate usefulness threaten to crowd out the older learning and to reduce the university to an institution whose value is almost wholly economic.

War Shows Value of University Training.

Overcrowding in State universities was discussed, and further limitation of enrollment was urged by several speakers. Dr. Franklin L. McVey, president of the University of Kentucky, declared that either the public must be willing to finance the expansion of the universities in their respective States or the university executives must limit student enrollment. Since the war students have been pouring into the universities. The war seems to have impressed upon them the value of knowledge, and especially of university training. Development of the junior college system or raising the entrance requirements to higher levels may relieve the situation. Dr. E. C. Elliott, Chancellor of the University of Montana, favored the idea of limiting enrollments.

Uniform methods of calculating the per capita cost of education were taken up by Dr. Thomas F. Kane, president of the University of North Dakota, and Mr. Lloyd Morey, business agent of the University of Illinois. Resources of State universities, present and future, was the subject of an address by Dr. S. P. Capen, director of the American Council on Education. The relation of State universities to Spanish-American countries was discussed by Dr. Francisco J. Yanes, assistant director of the Pan-American Union.

Improve Service of Bureau of Education.

The last meeting of the association was in joint session with the Association of Land-Grant Colleges. Dr. John J. Tigert, United States Commissioner of Education, spoke of the relation of the United

States Bureau of Education to the State universities, and the problem of enlarging and improving the Bureau's service to these institutions. The Bureau is charged with certain duties in the administration of the income resulting from the principal obtained by the sale of lands granted under the first Morrill Act, an amount approximating \$1,009,225, and of the Morrill-Nelson fund, which amounts to \$2,500,000 annually, \$50,000 going to each State. The Bureau is required to see that the interest from the former fund is at least 5 per cent and that it is expended in accordance with the requirements of the act. It is further required to audit the expenditure of the \$50,000 granted annually to each State for its college of agriculture and mechanic arts.

Facilities of Bureau Remain Stationary.

Other activities of the Bureau have increased in scope with the increase in the number of colleges, high schools, elementary schools, and other educational institutions throughout the country, but its facilities have remained stationary. The Bureau aims to render the largest possible service to education with the funds and personnel at its disposal.

Promotion of research in agriculture, home economics, and engineering in land-grant colleges was considered at the convention of the Association of Land-Grant Colleges, which met Nov. 8-10. Dr. H. L. Russell, dean of the college of agriculture at the University of Wisconsin, urged more research and experimentation in peace times, in accordance with one of the most obvious lessons of the war. Hon. C. W. Pugsley, Assistant Secretary of Agriculture, told of reorganization of the plans for the administration of extension service in the Department of Agriculture, and spoke of the necessity for research in problems of food. At the closing address of the meeting, Dr. W. O. Thompson, president of Ohio State University, said that whether the curriculum be agriculture or liberal arts matters little, if the right development of the individual is attained and thereby the greatest service rendered to civilization.

For Better Instruction in Engineering.

Section meetings in agriculture, engineering, and home economics were held. An extension program in rural econom-

ics, National, State, and county, was considered by Dr. H. C. Taylor, chief of the Bureau of Markets and Crop Estimates, U. S. Department of Agriculture. A symposium of methods of improving the quality of engineering instruction was a feature of the engineering section's program. Dr. A. R. Mann, dean of the New York State College of Agriculture, discussed the relation between the resident teaching staff, the extension staff, and the research staff of home economics departments in land-grant colleges.

The Country Life Association held a conference after the close of the two college meetings. The conference was devoted to the study of the rural village and its relation to rural life and rural welfare. The Association for the Advancement of Agricultural Teaching, the Society for the Promotion of Agricultural Science, and the American Society of Agronomy also held meetings during the week.

EXHIBITS PRINTS OF ARTISTIC WORTH.

To make known to schools and libraries the great variety of good prints within their reach, the American Federation of Arts has selected a group of prints in color and photographs suitable in size and subject for school and library decoration. This collection is one of the many traveling exhibitions circulated by the federation as part of its work of extending the knowledge of art in all parts of the country. Pictures are chosen by experts from the leading exhibitions of contemporary work, from museums, and other sources, and are listed, insured, and sent out in circuits arranged as far in advance as possible. The first of these circulating collections was shown in 1920 at the Russell Sage Foundation, New York City, and pictures of all sizes were included. From this exhibition grew the idea of a selection of large-sized prints such as would be suited to school and library use. With a few exceptions, the pictures in the school group cost less than \$25 each.

The 120 selections in this set represent the work of about 100 artists and of 15 publishing houses, American and European. The American subjects outnumber all the others combined, but excellent examples of prints in color are shown from England, France, Germany, Sweden, and Switzerland. Among the subjects are: Moonlight, by R. A. Blakelock; The Bent Tree, by Corot; Entering the Harbor, by Millet; The Age of Innocence, by Reynolds; The Garden of Allah, by Maxfield Parrish; Madonna Granduca, by Raphael.

TRENDS OF TEACHING PRACTICE IN EUROPE.

(Continued from page 73.)

An important convention of a similar character held a three days' session in Leipzig in March, 1921. On this occasion 850 teachers and laymen deliberated on how moral teachings can best be imparted in connection with the work of the schools as it must be conducted.

They took counsel together about how education could stem the downward current of ethical conduct with war and its consequences had brought on. They differed on many things, but they saw that it was necessary to avoid the political and religious storms raging about the schools. There was a deep undercurrent which earnestly sought a stabilizing element to steady the actions of men. And the general trend throughout the deliberations was to seek it not in ethical systems but in the common fund of moral notions that all laymen, teachers, and pupils share—love of truth, sympathy with our fellows, desire for justice.

In their efforts to get school proposals into workable forms the national conference in Berlin in 1920 had to deal with several questions on which, from the first, agreement was hopeless, but the deliberations on "work instruction," conducted by Dr. H. R. Seyfert as chairman, was marked by unanimous approval of the numerous clauses adopted.

Expression Through Act and Achievement.

The child must be taught to express himself not only by means of the oral or written word but also through act and achievement. The instruction falls into two divisions—classroom instruction and workshop instruction. A simple workshop and school kitchen should be a part of every school. the cooperation of parents and friends of the school must be secured.

How to reduce these ideas into lessons that develop moral stamina is the task that confronts the teacher. The suggestions he has received from the conventions point to more constructive brain-and-hand work in the lessons, art possibilities of the piece of work done, a conscientious performance in which honesty and accuracy appear in visible form. In general, the hints converge on—

Wholeness.—A lesson as a detached unit where beginning, purpose, and issue are lost sight of conveys nothing. Keep the purpose and outcome in sight.

Personality.—If the lesson is shaped so that the pupil's creative powers come into play and he puts a part of himself into it, it has a moral element for him. If the teacher criticizes the pupil's statement of the textbook content, it will not touch him; but if the teacher criticizes what he has creatively produced, as a

composition, for instance, it will rouse his mettle.

Group work.—Mutuality and responsibility to others, the social unit, comradeship among pupils, the teacher a friend and fellow worker, the entire school reaching out into the life activities of the locality—these conditions create moral stimuli.

Action.—The lesson in morality must be so shaped that it can be realized in action—lived, not recited. There must be no chasm between moral instruction and moral action, least of all in the classroom where morality is taught. Instruction can create insight, and examples can stir the feelings, but the insight and the instruction must pass over into conduct. A lesson in moral conduct is learned by actually living the lesson. The school must provide forms and an environment within which the insight and the feeling may spring into living act.

Students Determine Lecture Subjects.

Spontaneity.—Prof. Viehweg aims at moral appeal by making his pupils participate in the instruction. "We shall set aside the course and the hour schedule," he told his class of young working people, "and I will treat simply those things that interest you." After time to reflect on the proposition he had made, they wrote on slips of paper what they wished him to lecture on. He received a wide range of topics, some trivial, others of current importance. "What is meant by a communist?" "A socialist?" "What does it mean to be international?" "Lecture to us on eugenics." "Is there a God?" From these hints Dr. Viehweg draws the conclusion that moral instruction must be based on what society requires and sympathy with the viewpoint of others.

The teacher.—The teacher's own moral value and dignity must vitalize the lesson. The teacher's poise, magnanimity, and power of sympathy with the pupils mean more than any lesson devised for morality building. The courses for teachers must embody the psychology and the special training that the new outlook demands.

III. UNIVERSITIES AFFECTED BY CURRENT CONTROVERSIES.

From the first the spirit of radical reform found no response among the universities of central Europe. But they could not long remain untouched by the general upheaval. Intimations gained currency that the reformers wanted to transform the university in aim and scope into an institution like the people's high schools, to reduce the classics, and to throw the university doors open to folk-school teachers and to others of insufficient preparation. Under these circumstances the only course for the uni-

versities was to take a stand on the issues affecting the schools in general.

The younger professors, and many older ones as well, became aroused not only to the dangers that threatened the universities but also to the duty of taking part in the general reorganization. They felt that the founding of new school systems should not be entrusted to over-zealous and self-constituted reformers. Demands came first from the Prussian universities and then from others to be heard in the general discussions on school reforms.

The university men took up current questions of the status of Privatdozenten, the extraordinary professors, and the relation of the university to the folk schools. Profs. Felix Lommel, Ludwig Geiger, and others discussed questions touching the interests which the universities had in common with other schools. Important alterations were hinted at in "the new university" of which some of these men spoke.

Alterations in University Tendency.

The Akademische Kulturbund at the University of Leipzig submitted an outline for academic reform to the minister of education in Saxony. This placed very positive demands on university educational methods, on university constitution, and on the civil position of students. One point among the proposals is of special interest. It asks for "thorough alteration of the teaching system in the light of educational methods and cooperation on the part of the students." The method of teaching mainly by lectures must be changed, for it compels the student to unprofitable reproduction of dead matter and assigns to him the rôle of passivity. The principles of the labor school should dominate the instruction also at the universities. The method of the seminar (class discussion) should be extended and its conduct perfected. The aim should be to reach a teaching-and-learning method on the basis of conversation and discussion. But this is possible only when smaller groups are involved, say, from 6 to 15 or at most 25. These small groups should form the nucleus of the instruction. The lecture, to be sure, has its justification, but besides the lecture an opportunity must be provided for direct exchange of thought between the professor as leader and his hearers, giving to the latter the active rôle of coworkers.

Better Articulation Between School and University.

Appreciation of the methods of the lower schools and sympathy with them points toward cooperation with them in shaping the educational work in the light of the new ideas gradually becoming apparent. Such approach between the

higher and the lower order of schools has already opened the doors of the universities of Germany to the teachers of the folk school, a privilege that they had vainly sought for many years.

Teachers in Prussia, men and women who after the final examinations at the teachers' seminaries have taught two years, are now admitted to the universities as students of education, philosophy, and sociology; after the first six semesters they may be admitted to an examination.

IV. GERMANS ADOPT THE FOLK HIGH SCHOOL.

Before the war this Danish type of school was not accepted in Germany. It stressed the education of the middle class; it favored and fostered individualism; it had little in common with the universities and nothing whatever with junkers and militarists. The early attempts made to transplant it on German soil were a failure.

Most Discussed of All Schools.

At present no other school is so frequently discussed in Germany as the folk high school; it is being established everywhere in hamlets and villages. The Volksbund for March, 1920, listed over 500 such schools started or already established.

The reports from these schools in the German educational journals show that they are not yet held together or coordinated by any central organization. They are sometimes known by the name of "Volksbildungsheim." The feature they have in common is that of a small, generally rural, group of students who plan and study brief practical courses, under a tutor who "encourages rather than instructs." The syllabus used as a guide is shaped as the work proceeds. They are now entering on a stage of better organization and greater efficiency. The younger lecturers and professors are rendering fine service. Jena, in particular, has taken the initiative in helping these efforts in adult education.

German Schools Most Like the Danish.

The reports insist further that the folk high schools now striking root in German soil are very different from the original Danish type. At least four kinds are growing up: 1. The city folk high school, which will offer not only courses of lectures but will function as work groups to exemplify and utilize what the courses present. The formal lecture is replaced by discussions, questions, and answers. 2. The rural folk school for country dwellers, which comes closest to the Danish model. It assumes the form

of both a home and an industrial group, with teachers and personnel sufficient to take care of all its activities. 3. The rural half-day school, such as that which Pastor Stürner founded in Weissach. The ablest teaching abilities of the entire region are assembled in a centrally located railway village, to which pupils from the neighboring villages may come for half-day instruction. 4. A rural high school where city workers may come for a month's recreation and intellectual profit. The work in field and garden is to alternate with discussions and with complete and rounded series of lectures.

For Mental, Not Industrial, Training.

In so far as the folk high school assumes the form of adult instruction it confines itself by no means to the acquisition of further skill in the crafts or money-making pursuits. The remarkable general eagerness for mental work, for the development of taste, and for general mental enrichment characterizes the entire movement. All the study groups conduct activities in recreation and art, among which choirs and other musical organizations are prominent.

V. REACTION FOLLOWS EXCESSIVE EXTENSION.

The social and industrial disorganization of the past few years touched the elementary and trade schools first, and the gymnasium and university later and in a different way.

The multitude of activities thrust upon the elementary schools created an overcrowded and, in some instances, an impossible curriculum. The school is now forced to select and reject so as to secure time for what is most important. In northern Europe there is consequently a reaction toward concentration on the principal branches—the mother tongue, reading, writing, and arithmetic—but the schools are coming back to these in a different spirit with the intention of taking them up in a new way, and the essence and spirit of the new way is constructive touch with the village life. They come back with the discovery that one can often build the lesson better on experience than on a book exercise.

And yet some of the newer things must be brought along. Who is going to choose and eliminate among the new and subordinate subjects? Obviously this duty falls on the teacher, and will consequently mean continued training for which the normal courses at present do not provide.

Memory Minimals.

Much of the material—dates, facts, paragraphs of print—formerly required as memory work as has been swept away by the new currents, but with this has

also gone some essential mileposts and landmarks. Hence some schools of Europe are now discussing "memory minimalism." In the French journal *L'école et la Vie* for May 8, 15, and 22 are several articles on minimum requirements for memory work in all branches. The first article discusses the rehabilitation of memory.

Previously the paper had conducted an inquiry in which all contributors were asked for a reduction in the amount of work required by the plans. This led to a request for the preparation of a list of material to be memorized, which in contrast to other textbooks was to contain only a minimum of matter. Such a booklet, "Ce qu'il Faut Savoir par Cœur," covering a part of the courses in the schools of Paris has been prepared by MM. Lebosse and Le Brun. It contains 32 pages. In Denmark a similar booklet, "Memory Minimals in Geography," has been published. The compilers, some Fredriksborg teachers, speak of the difficulty of selecting the material and yet keeping the booklet within the compass set. They say that, as it will no doubt have to be revised from time to time so as to be in accord with the consensus of opinion among teachers, they printed it as a separate pamphlet and not as a part of a textbook on geography.

VI. STUDY OF HOME AND COMMUNITY.

The "home and community study" of Scandinavia comprises much of what characterizes the trends in school practices of to-day. This subject, or, rather, group of subjects, has long been a part of the school work in central Europe, where it was carried on under many forms with great divergence in aims and methods.

The teachers of Sweden built on what had been done in other parts of Europe. They attempted first to reduce this vast and scattered material into courses and lessons and to coordinate it with the other branches so that it could be better carried on by the school organizations.

First, they shaped teachers' courses in which they set up the aim of home and community study as that of providing children with play and work exercises to form a better transition from the home to the school; and later to bring the school work into living touch with the concerns of the locality. Recently the outline of the material and specific courses in this work as adapted to children in the age of 9 to 11 have been approved for the schools of Sweden.

Home and community study finds much of its subject matter in the home and its environs. In the early elementary years it employs this material in

practical lessons connected with the work in reading, writing, number, drawing, modeling, and sloyd.

In more advanced stages it connects the work in geography, science, history, civics with the corresponding interests of the locality. In its methods it approves and uses the procedures of work instruction and the labor school.

As a distinguishing feature of this branch of study is its emphasis on living touch with the locality, it grows and expands into local activities which it connects with the school. It collects and conserves the historical material of the area which sometimes the pupils under the direction of the teacher compile into a local history. Out of this has grown a movement for regional research and conservation, to collect letters and old documents that in some way or other throw light on local history, to get photographs and descriptions of old buildings that have to be torn down. Finnish educators have issued a publication, *Guide for Local Research*, to assist teachers and others. A group of Danish schoolmen study the origin and significance of old names.

Home and community study aims to employ teachers who are either by birth or training affiliated with the place and its prestige. It aims to use geography texts and nature study books that have been prepared especially for that area. Dr. Henr. Christensen, of Copenhagen, has prepared a text on the geography of Denmark, in which particular details of various areas are given in some 12 or 14 regional maps. The teachers' association of Leipzig, Germany, has a nature-study museum based on the home and community principle. Teachers who are in a position to do so are invited to bring their classes to study the exhibits here gathered and to receive information about this kind of work. A home and community week was held with appropriate programs between August 8 and 13 at Würzburg.

Home and community study looks forward also to work of special interest to adults. This tends apparently to take the form of a survey of local resources in which unused industrial possibilities are listed and described.

To teach food values to children and to combat malnutrition the American Museum of Natural History circulates a traveling exhibit which includes a set of 16 wax models of food suitable for children between the ages of 10 and 13 and models and charts illustrating the composition of six common foods and the contributions of different foods to the body.

PSYCHOLOGIC TESTS AGREE WITH ACADEMIC EXPERIENCE.

That the results of regular academic tests do not clash with the results of psychological tests, but accord with them, is shown by comparison of the grades made by Penn State College students in both kinds of examinations. For the past two years freshmen have been given the Army, Thurstone, and Binet-Simon tests and these results compared later with their academic ratings. Invariably those students who made low averages in the psychological tests were low in their college work. Of 67 students dismissed on account of poor scholarship last year the average for the Army alpha test was 118, while the general average of the students is 131. Of the three types of psychological tests tried, the results of the Army test have proved to be the best indication of the grade of work a student will do in college.

PHYSICAL EXAMINATION FOR NEW TEACHERS.

Good health is necessary for successful teaching, according to the public-school authorities of Williamson, W. Va., who require every new teacher to file with her formal application for the position a record of a physical examination by a competent physician. If the record is not entirely satisfactory another examination is given the applicant by the school physician. This examination is very thorough and is similar to the test given by insurance companies. The school administrators feel that this precaution is a step toward safeguarding the health of the children.

Three thousand public-school children of New York City saw E. H. Sothern play "Hamlet" at a free matinee performance given especially for them.

UNIFORM CLASSIFICATION BY MENTAL AGE.

Educational Return from School Investment Systematically Studied in Denver—Vocational Guidance for Graduates.

To produce better results while cutting down unnecessary costs is the aim of the department of classification and statistics in the Denver public schools. Its problems include the question of school expenditures and of the educational results from the investment. Individual schools will be studied with regard to the cost of instruction per pupil, retardation, etc., and a comparison will be made of these statistics, so that improvements may be suggested when the figures show a low rate of efficiency.

Pupils Taught in Homogeneous Groups.

To prevent waste in instruction, it is expected to reclassify all pupils on the basis of mental age, so that they will be taught in homogeneous groups. This work is proceeding, and the results of these changes will be shown when standardization tests have been given in all the schools. By the use of these tests the progress of the pupils of any school can be compared with that of any other school and the work of the whole city with that of any other city. A uniform standard of achievement will be set up, so that work of a higher or lower grade than the standard will be recognized.

In line with the idea of giving the children the greatest possible advantage from the schools, vocational guidance will be undertaken, to familiarize children with the advantages, disadvantages, probable remuneration, special preparation needed, etc., and enable them to choose a vocation more intelligently.

SCHOOL LIFE USED IN INSTITUTE WORK.

AUSTIN PUBLIC SCHOOLS,
OFFICE OF THE SUPERINTENDENT,
Austin, Tex., November 9, 1921.
SUPERINTENDENT OF PUBLIC DOCUMENTS,
Washington, D. C.

Dear Sir: Inclosed please find a post office money order for \$63.20 to cover the subscription to *SCHOOL LIFE* for the two hundred eleven (211) teachers of the Austin public schools, whose names and addresses you will find on the sheets inclosed.

We have decided to use *SCHOOL LIFE* in connection with the institute work of the teachers of Austin this year. Therefore, all of the teachers are asking to be put on your mailing lists. Please mail to the street addresses given.

Yours, truly,

A. N. McCALLUM,
Superintendent of Schools.

UNIT ROOMS FOR PRIMARY GRADES.

A Unit Consists of a Room of the Usual Class-Room Size With a Smaller Room on Each of Two Sides—Three Teachers Instruct 80 Children.

By EDGAR F. DOWN, *Principal Frances E. Willard School.*

The unit-room plan, as worked out in the Frances E. Willard School, Highland Park, Mich., is an attempt, first, to correlate more closely the work done in the kindergarten with that of the primary grades; second, to substitute for the so-called "busy work" other activities, in the nature of problems or projects which have educational value and develop in the child initiative and the power to pursue a problem through to its end, whether that end is satisfactory or not to the individual; and third, it is an attempt to plan rooms and space for the pupils in the primary grades so that they will have an opportunity equal to pupils in upper grades, making it impossible to crowd too large a number into a room.

It is evident that there is need of a closer cooperation between the kindergarten and the first grade. When a child comes from the kindergarten to the first grade it is a great change for him, because he has been unused to the restraint placed upon him in the formal first-grade room. It is difficult for him to adapt himself to these conditions. He does not feel at home and often becomes tired and disgusted with the school almost upon his first introduction to it. No one will contend that the ordinary classroom for first-grade work is properly arranged or equipped.

Contrast Between Kindergarten and Primary School.

Let us compare the work of the kindergarten with that usually done in the first grade. The up-to-date kindergarten is usually located in a large, airy room, well equipped with tables, chairs, material for handwork of various sorts, large blocks, and everything that tends to develop initiative and freedom for individual activities. The child passes from the kindergarten into the first grade. In this room he finds an entirely different plan. In the first place, the room is usually smaller. The primary teacher generally has more children to look after. It is not unusual to find a primary teacher attempting to handle as many as 50 children. In place of the equipment of the kindergarten for handwork the child is given "busy work."

Let us look at a first-grade room to see how it is conducted. Suppose that the

teacher has, not 50 pupils but 40, which is not far from the average in first grades. In order to hold the attention of this large number it is necessary to separate them into two sections, usually designated as section A and section B. After morning exercises section A is called to the front of the room, where the teacher undertakes to have a class, say, in reading. At the same time she passes out "busy work" to the 20 little children in their seats, who came from the free activities of the kindergarten only a few weeks before. She expects these children to keep busy and quiet while she teaches the 20 children in the front of the room to read.

Nothing Accomplished in Busy-Work.

This busy work usually consists of number builders, word builders, colored sticks, lentils, crayolas, paper for cutting, scissors, possibly large pencils. The skillful teacher may provide a few other forms of busy work other than those mentioned, but they are the ones usually found in primary grades. If number builders are passed out, the teacher probably has placed on the board certain numbers and the children are to find the proper number squares and place them on their desks to make these particular numbers. Or if word builders are passed out, words are placed on the board and the child is expected to search through these squares for the proper letters to make those words. If sticks are passed out, he is asked to place them according to some designated plan or he may be given scissors and paper for free-hand cutting. But in it all there is no project or problem. There is nothing in particular to be accomplished by the work that he does; it is simply to give him something to do, so that he will not bother the teacher and the class that is up in front attempting to do real work.

Work Repeated Day After Day.

The children who are at their seats doing busy work are getting very little of real education. There is no incentive to develop their initiative; there is no project to pursue to a conclusion. In fact, the work that they are doing during the busy-work period has not only very little educational value but is stagnating to the

life of the child. This happens not only one period a day but several periods every day. At least four or five times a day each section in the primary room is given busy work to do. Day after day, four or five periods a day, 200 days a year, these children are given the same thing over and over. It is a wonder that children like school as well as they do. Kindergartners and primary teachers have been conscious of these faults for years. At every convention held where there is a primary or kindergarten program these problems are discussed.

Little Change in Primary Classrooms.

The main thing that seems to stand in the way of correction is the proper arrangement of the rooms to handle primary children. It is surprising to look at the plans of new buildings erected throughout the country and note the similarity of the classrooms. Much improvement has been made in planning buildings, but very little change has been made in the plans of primary classrooms.

The primary unit as devised in the Willard School occupies the same space that would be occupied by two regular sized classrooms. In the unit that space is divided into three rooms, one in the center being about the size of the usual classroom, and each of the other two being about half that size. We shall see how the unit plan works out if we think of the children in two regular classrooms as being divided into two groups, one of these two groups in each room up in the front for recitation, the other at the seats doing their busy work; then take these two groups who are up in front in these individual classrooms and place one in each one of the small rooms of the unit and put the two groups who are having busy work into the large room. One unit occupying the space of two ordinary classrooms will thus accommodate 80 children, 20 children being in each of the small rooms and 40 children in the large room.

Primary Classes Much too Large.

It takes three teachers for a unit. This may be looked upon by some boards of education as involving unnecessary expense, but why should a teacher attempt to handle all day long 40 children who are not old enough to set themselves to any certain task when a teacher in the high school who has pupils who are able to work by themselves is required, and reasonably so, to handle only 20 or 25 students?

In the two small rooms of the unit all the academic work is carried on. The teacher of each of these rooms is not interrupted by those who are doing busy work. She has only the small group

that she would have at the front of the room under the old custom and can give those children her undivided attention. The children also are not distracted by the sight of work of a different character going on in another part of the room. According to the program that is now in use, all groups work from 8.30 till the 10 o'clock intermission in some one room of the unit. After recess two groups go from the two small rooms into the large room, while those in the large room divide into two sections and have the last half of the morning in the small rooms. The afternoon is divided in the same way.

Equipment Similar to Kindergarten.

In the large room we use tables and chairs similar to those in the kindergarten. There is a blackboard along the front wall. Along the side wall in the place of a blackboard is a display board extending between the two doors. Along the back wall there is a large cupboard, the bottom part of which contains pigeonholes 9 by 11 by 15 inches, where a child may keep anything that he has been working on until it is finished. There is a pigeonhole for every child in the unit. Above this there are cupboards for material to be used in the large room. In this room we have two sand tables, two work benches, six hammers, three planes, brace and half-inch bit, half-inch chisel, clay for modelling, paints of various colors, hand looms, tools, erector sets, two sets of rubber printing outfits, together with many other things that children bring for their own use. Wood is obtained from the manual training room and sewing material from the sewing room.

Constantly in this large room some project is worked out. There is always something during the year which suggests some special kind of work. Many children have projects of their own. Boys are very apt to have something that they wish to make, and will work and plan for days until what they have in mind is accomplished. Some excellent little pieces of furniture have been made. One boy made a very good doll bed, because his little sister did not have one and the little girl with whom she played did have one. The girls dress dolls.

Work of Rooms Is Correlated.

An attempt is made to correlate the work done in this room with that accomplished in the small rooms, which is of a more academic nature. In the small rooms the children are not confined to desks, although movable desks are used. They have considerable board work and short recreational periods so that there

is a change of position and no weariness is experienced for the hour and a half that they are in the small room. Drawing, music, and much of the language, dramatization, and calisthenics, are all taken in the large room.

The children in the large room of the unit who were under the old plan sitting in their seats doing busy work are given an opportunity for self-expression similar to what they have had in the kindergarten. In fact, the large room is much more of a kindergarten room than it is of the old type of classroom. The children are at home when they come from the kindergarten into these activities. They break into the more formal work of the school gradually. They are able to develop that self-expression which has been started in the kindergarten and is, under the old plan, so quickly cut off by the first grade.

Plan Is Actually Economical.

This plan is more economical, for under the old plan only half of the grade is getting the benefit of the teacher's instruction at any one time. In this way every group of children is getting the benefit of some teacher's instruction all of the time. At first it seems more expensive on account of the equipment, but this equipment does not wear out in one year, and we believe that the results obtained are far greater than the cost of equipment.

The children who have an opportunity to go to these unit rooms are delighted with the school work and the teachers are pleased with the results that they get. We believe that we have taken a step toward that correlation of the kindergarten and the first grade which has been sought for years by both primary and kindergarten teachers. We have been able to cast aside the busy work which for years has been a thorn in the flesh of the primary teacher.

NO MORE REGISTRATIONS FOR SIX YEARS.

Registration books at Vassar College are closed until the fall of 1927. The number of students who may attend Vassar at one time is limited to 1,000, so that the college can accept only about 300 new students each year. If accepted students withdraw or fail to meet the entrance requirements, their places are given to applicants of especially high rank in their secondary-school work, these students being chosen from a list of 100, not in order of application but of scholarship. There is no waiting list except the list of candidates for the honor group.

CHILD LABOR IN COLORADO BEET FIELDS.

Beet-Working Children Are Inferior in Scholarship and 40 Per Cent of Them Are Retarded.

Conditions under which children work in the sugar-beet fields of Colorado have been described in a statement issued by the United States Department of Labor through the Children's Bureau. No less than 1,077 children under 16 years of age were found employed in beet work in the area studied, which included parts of two counties. Four-fifths of the children were under 14 years of age, over one-fourth were under the age of 10 years, and a number had not even reached the age of 8.

The educational handicap of the beet-working children was shown by the fact that over 40 per cent of those between the ages of 9 and 16 included in the study were from one to seven years behind in their grades. School records indicated that the progress of these children was inferior by 25 to 35 per cent to that of the unemployed children attending the same schools. The children of the transient laborers were particularly unfortunate educationally, many being taken from school in March not to return until November. Special summer sessions had been held in some of the towns to enable beet-working children to make up school work lost by absence. While these schools had improved attendance, they had not been in operation long enough, and in some cases the course of study was not planned carefully enough to effect a noticeable improvement in scholarship.

BOYS' AND GIRLS' DECORATION CLUB.

Window boxes and potted plants are placed in classrooms, lunch rooms, study rooms, and offices of Hutchinson High School, Buffalo, N. Y., by a decoration club of boys and girls under the direction of the biology teacher. Membership in the club is secured by invitation and is limited to two or three from each study room. The organization is self-supporting. Funds are obtained by sales of holly wreaths, roses, seedlings, or whatever is seasonable at different times of the year. One school period is given to practical work in the school greenhouse, where the students learn to prepare soil, take care of plants, etc. A certificate of honor is granted by the school to club members who have faithfully performed the work undertaken.

PARENT-TEACHER ASSOCIATIONS WORK SUCCESSFULLY.

Far More Effective than Separate Organizations of Parents and of Teachers Could Be.

To provide a clearing house of information between parents and teachers, as a step toward betterment of the schools, is the aim of the National Congress of Mothers and Parent-Teacher Associations which is organized in 38 States and has a membership of nearly 300,000. The district or ward school is the center of each parent-teacher group, and the parents meet in the schoolhouse to become acquainted with the teachers and to get first-hand information about the school.

To Bring Home and School Together.

As long as home and school do not work together, and the child is the only means of communication, misunderstanding is sure to occur between the teacher and some parents. Many parents never visit the school and have little idea of what goes on there. The association was formed to bring the home and school closer together, and to encourage parents to take more interest in the school life of their children. Since the meetings are held in the schoolhouse, the parents can see for themselves what kind of surroundings their children have during the school day, and can discuss with the teacher any questions that relate to the children's welfare.

No interference with school administration is intended by these groups of parents. Their aim is to help to make improvements that the teachers alone can not accomplish. Public opinion can bring about more results than teachers' recommendations; a school board will often listen to parents when it will not heed the suggestions of teachers. But the parents do not know the needs of the schools as the teachers do. So the union of these two forces can do more for the schools than either a parents' or a teachers' association alone.

Parents Do Not Know School Conditions.

Many parents do not know whether or not their children have healthful surroundings at school; whether the lighting and ventilation are good; whether the school lacks equipment. They do not know the good points of the school. Sometimes they oppose improvements because of the higher taxes they would have to pay. But when they have talked with the teachers and inspected the school they generally realize the need for improvement and are usually willing to pay the taxes for the benefit of their children.

Such important institutions as medical and dental inspection, the kindergarten, the school hot lunch, and the visiting nurse have been introduced in many schools through the efforts of parent-teacher associations. Canning clubs, first-aid classes, thrift clubs,

and school libraries have been encouraged and helped. Money has been raised by fêtes, etc., to buy Victrolas, pictures, equipment for playgrounds, instruments for school orchestras, motion-picture machines, stereopticons, facilities for domestic science and manual training, scales for weighing children, and other things that the ordinary appropriations do not cover.

Children's Complaints Intelligently Received.

More effective supervision of children's dress, social affairs, etc., has been made possible by the cooperation of teachers and parents. A definite, settled policy on such matters on which parents and teachers unite is easier to enforce than individual restrictions. Questions of discipline are more easily settled when the children know that the parents and teachers are working together. Complaints and criticisms brought home by children are more intelligently received by parents who know something of school conditions and are acquainted with the teacher.

In one city the investigating committee of the association found that the children had to drink from old hydrants in the yard, and a movement was at once begun for modern drinking fountains. In one school it was found that there was no provision for artificial lighting. Such conditions often go unnoticed by teachers and pupils, because they are used to them. The association in one Massachusetts town persuaded the town council to install a fire-alarm box in every schoolhouse in the town. In another town, to relieve congestion among classes entering and leaving the school, the association built a new entrance.

Many associations have established funds for providing poor children with rubbers, mittens, and other clothing. In the District of Columbia, the board of education allows the association to use a schoolroom for sewing, so that no clothing need be given away that is not fully mended, supplied with buttons, and in condition to be worn at once.

Some Activities of Associations.

The expense of textbooks is a problem in many places. In some towns the parents have worked to influence the board to supply free textbooks. In others they have arranged for pupils to rent the books. In rural districts associations have worked for consolidation of schools.

Among the other improvements brought about by various associations are: Building a new furnace; installation of shower baths, planting of trees on school grounds, building of tennis courts, establishment of continuation schools and attendance bureaus, and introduction of vocational guidance.

Work directly connected with the school leads to work for general community betterment, especially for young people who have left school. Supervision of public dances

TO INTEREST BUSINESS MEN IN EDUCATION.

Chamber of Commerce of the United States Distributes Series of Pamphlets to Its Constituent Members.

"The time to correct faults in the school plant in your city is now! The destructive fire, the deadly epidemic may not wait upon the convenience of those who are responsible for the welfare of the children. Injured eyesight, twisted backs, cramped lungs are results of our neglect. The school children of to-day fill the ranks of business and industry tomorrow. Are you making it possible for them to succeed in the struggle of life?"

The Chamber of Commerce of the United States addresses this stirring paragraph to all the chambers of commerce throughout the country in a pamphlet which was recently issued entitled "The Schools of Your City—School Buildings and Equipment."

Presents Results of Careful Research.

The pamphlet presents the results of careful research in the matter of proper location of school sites; size and equipment of classrooms; lighting; ventilation; toilets; water supply; heating system and fire protection. It also contains a valuable bibliography on school architecture. It is accompanied by a question blank to facilitate the work of the committees of business men who will make personal investigations of the schools in their community.

This is the second of a series of five studies in educational matters which the civic development department of the Chamber of Commerce of the United States has issued or will soon issue to be sent to the chambers of commerce throughout the country. The first of the series dealt with the general situation; No. 3 will have to do with health and physical education; No. 4 with the teacher; No. 5 with laws and administration.

and motion pictures, provision for police matrons, establishment of juvenile courts are some of the activities that naturally follow school-welfare work. Following the policy of supplying supervised recreation for young people, many associations have undertaken community festivals, pageants, and dances.

The national organization will be 25 years old in 1922. From now on national conventions will be held biennially, and regional conferences will be held in the alternate years.

HIGH SCHOOL EMPHASIZES HEALTH INSTRUCTION.

Health Week Observed Effectively at Latimer Junior High School—Health Officers Will Continue Campaign.

By J. F. LANDIS, *Physical Director, Latimer Junior High School, Pittsburgh, Pa.*

Because of the lack of any definite health instruction in this school, it was thought necessary that some sort of campaign in this work be inaugurated. Hence a week was designated "Health Week," in order to stimulate in each student a greater interest in his health, to promote better health habits among parents, teachers, and students, and to prepare for a program of health in the future.

Health Week Program.

1. *Health letters.*—On the Friday preceding Health Week a letter outlining the campaign and stating the fundamental laws of health was sent through each student to the parents.

2. *Poster display.*—All during the week a large number of posters were exhibited in the halls and corridors of the school. These posters, in general, depicted the various rules of health and created a vivid picture in the minds of the children. Of the 300 posters exhibited 200 were the product of our own Art Department, and the rest were obtained through the Department of Hygiene of the University of Pittsburgh.

3. *Health tags.*—On Monday each teacher and student was "tagged" with a Health Tag, the purpose of which was to impress the purpose of the campaign on the minds of all.

4. *Health bulletin.*—The current number of the school paper was devoted to the subject of health and several interesting original writings were published. This Health Number was one of the most interesting issues of our school paper this year.

5. *Health essays.*—Through the cooperation of the English Department the students were encouraged to submit essays on the various phases of health, these essays to be used in future health programs.

6. *Food and clothing exhibits.*—The sewing and cooking teachers of the Domestic Science Department arranged two exhibits, one of which portrayed proper breakfasts and lunches for school children, the other showed sensible clothing in contrast to unsuitable clothing.

7. *Health inspections.*—Throughout the week the school physician gave individual health inspections, these being of a superficial nature yet sufficient to detect any evident disorders of health.

8. *Assembly programs.*—the "Jolly Jester."—On Wednesday the "Jolly Jester," a Health Clown from the Child Health Organization of New York, gave a very amusing yet instructive and helpful entertainment in which the laws of healthy living were clearly defined.

9. *Health leaflets.*—Through the generosity of the Metropolitan Life Insurance Co. various health pamphlets and books were distributed in each room.

10. *Health slides.*—Lantern slides on health were procured and exhibited in several of the rooms.

11. *Classroom programs.*—In addition to the assembly programs, a number of the report rooms throughout the school conducted distinct health programs, plays, etc.

12. *Health officers.*—No campaign is productive of great results unless some definite instruction follows. To this end the Latimer student self-government plan is working. In each room the associate representative of the student government organization is also the health officer in the room. The duties of this officer is to care for and increase the health and efficiency of his roommates. It is planned to have the physical education teachers meet once each week with these health officers and present certain topics of health, which, in turn, will be presented by these officers to their respective rooms. This feature of health instruction promises to create a good-health morale in every room and has already evidenced itself in more attention to personal appearance among the students.

In general, the health week has been instrumental in arousing a keener interest in health among both faculty and students. A basis for future work along this line has been assured.

That standardized mental tests and measurements have an important influence in shaping educational policies was the general opinion expressed at a meeting of the New York State council of superintendents. The superintendents discussed especially the practical results obtained by use of the tests.

California public schools face a deficit running into millions by a result of the decision of the supreme court of the State that the alien poll-tax law enacted by the last legislature is unconstitutional.—*San Diego Union.*

FIFTIETH ANNIVERSARY OF ARBOR DAY.

Celebrated First in Nebraska in 1872—Adopted in Other States—Vote for National Tree.

To mark the fiftieth anniversary of the first Arbor Day in the United States, the American Forestry Association calls upon the schools of the country to make plans now for spring tree planting in 1922.

The first Arbor Day was in 1872 in Nebraska when the State board of agriculture adopted a resolution offered by J. Sterling Morton "that Wednesday the 10th of April, 1872, be especially set apart and consecrated for tree planting in the State of Nebraska." In 1885 the Nebraska law makers changed the date to April 22, Mr. Morton's birthday.

The year 1922 should be made the banner year in tree planting, says Charles Lathrop Pack, president of the American Forestry Association, in issuing the call for a Nation-wide celebration of the fiftieth anniversary. Every school in the land should make plans to honor J. Sterling Morton, the father of Arbor Day in this country. The American Forestry Association urges particularly that the schools complete the Nation-wide vote for a national tree. Instruction on taking this vote will be sent free to any school-teacher by the association, whose address is 1214 Sixteenth Street NW., Washington, D. C.

Every tree planted should be reported to the association for registration, Mr. Pack continues. This national honor roll of memorial tree planting is now being compiled and the year 1922 will see great numbers of memorial trees planted because of the fiftieth anniversary of Arbor Day and because of the wide reach of the association's campaign for memorial tree planting and roads of remembrance. Plant trees for the graduates of your school which answered their country's call in the World War. Memorial trees are planted not alone for the man who gave his life to his country but also for the man who offered his life to his country.

An orchestra of school children averaging 5½ years of age, led by a boy of 5, played at a music festival in the Greek Theater, University of California. A chorus of children sang at the festival, 2,000 pupils altogether being included in the orchestra and chorus.—*Sierra Educational News.*

SOME OF THE NEW BOOKS.

By JOHN D. WOLCOTT.

AMERICAN SCHOOL CITIZENSHIP LEAGUE. COMMITTEE ON TEACHING HISTORY. An American citizenship course in United States history. General course for grades I-VIII, introducing a program of type studies. Published for the American school citizenship league. New York, Chicago [etc.] C. Scribner's sons [1921] vi, 167 p. 12°.

Members of committee: W. F. Gordy, chairman; P. P. Claxton, C. E. Chadsey, J. H. Van Sickle, Prof. and Mrs. J. W. Hall, Fannie Fern Andrews.

The committee presents in this study materials in American history which it considers adapted for training the young in the principles of American democracy. It recognizes the value of the plan for history teaching of the committee of eight, but it proposes a course of study differing in many ways from that plan. This course stresses the biographical element for grades 4 and 5. Thirty-seven pages of the book are devoted to a bibliography of history texts and collateral reading for grades 4 to 8.

BUTLER, NICHOLAS MURRAY. Scholarship and service; the policies and ideals of a national university in a modern democracy. New York, C. Scribner's sons, 1921. xii, 399 p. 8°.

A collection of papers chosen from the addresses and official reports of President Butler, as giving an interpretation of the modern university in terms of its ideals, of its problems, and of its counsels. The book brings out principles which are applicable to all universities functioning in modern democratic society.

Educational problems in college and university. Addresses delivered at the educational conference held at the University of Michigan, October 14, 15, and 16, 1920, on the occasion of the inauguration of President Marion LeRoy Burton; ed. by John Lewis Brumm. Ann Arbor, The University of Michigan, 1921. 290 p. 8°.

In addition to the inaugural address of President Burton, this volume contains papers by prominent educators dealing with college and university subjects such as governing boards, faculties, educational readjustments, administrative problems, constructive measures, the salary problem, and student fees.

FROST, NORMAN. A comparative study of achievement in country and town schools. New York city, Teachers college, Columbia university, 1921. 70 p. tables. 8°. (Teachers college, Columbia university. Contributions to education, no. 111.)

For this investigation the rural schools of Madison county, Ky., were tested in language, arithmetic, and silent reading, and

the results compared with data obtained from Louisville, Ky., and from other cities and towns outside the state. The book also describes a number of previous objective studies of achievement in country schools.

GESELL, ARNOLD. Exceptional children and public-school policy, including a mental survey of the New Haven elementary schools. New Haven, Yale university press, 1921. 66 p. tables, diagrs., fold. map. 8°.

The author shows how various classes of exceptional children, from defective to superior, constitute social liabilities or assets, and indicates what public measures should be taken to meet this situation. The general application to public-school policy of the findings of a mental survey of the elementary schools of New Haven is demonstrated.

HOSIC, JAMES FLEMING. Empirical studies in school reading, with special reference to the evaluation of literary reading books. New York city, Teachers college, Columbia university, 1921. viii, 174 p. tables, diagrams. 8°. (Teachers college, Columbia university. Contributions to education, no. 114.)

This study undertakes to establish a method of evaluating literary reading books intended for use in grades 4 to 8 of the elementary school in terms of the questions and other helps to study which they contain. A scheme of classification is worked out through the examination of four standard series of reading books which is capable of being applied to any such series. Evidence as to the actual practice of teachers was obtained by making stenographic reports of 18 lessons in reading given in seven different elementary schools of Chicago. Certain typical methods were also tested by experimental teaching, and various questions used in teaching a literary masterpiece were graded by competent judges.

LEWIS, ERVIN EUGENE. Scales for measuring special types of English composition. Yonkers-on-Hudson, N. Y., World book company, 1921. 144 p. tables. 12°. (School efficiency monographs.)

Four of the five new scales described in this book are for the measurement of achievement and progress in letter-writing. These are designed to measure the quality of order letters, of letters of application, and of narrative and problematical social letters. A scale is also added for the measurement of the quality of simple narration.

MAXWELL, C. R. The selection of textbooks. Boston, New York [etc.] Houghton Mifflin Company [1921] x, 139 p. tables. 12°. (Riverside educational monographs, ed. by H. Suzzallo.)

For the efficient operation of the schools, textbooks are second in importance only to teachers. Insufficient attention is now usually given to the choice of the best textbooks by school officials and by others responsible for the matter. This monograph concisely presents the proper standards for textbook selection, and gives outline aids for judging all texts and those in special subjects.

MITCHELL, LUCY SPRAGUE. Here and now story book. Two- to seven-year-olds. New York, E. P. Dutton & company [1921] xii, 360 p. front., illus. 12°.

Experimental stories written for the children of the City and country school (formerly the Play school) and the Nursery school of the Bureau of educational experiments, New York city. In the introduction, Mrs. Mitchell gives a full exposition of her method of story-telling for young children, which uses stories composed on the model of those actually told by children themselves about their own doings and everyday experiences. She regards the traditional children's literature as unsuitable for the young.

WILLMANN, OTTO. The science of education in its sociological and historical aspects. Authorized translation from the fourth German edition by Felix M. Kirsch. In two volumes. Vol. 1. Beatty, Pa., Archabbey press, 1921. xvi, 351, 8 p. 8°.

This new English translation makes available for American students of education Dr. Willmann's work, which is considered a pedagogical classic in Europe. The author examines the various types of education which have prevailed in the main epochs of human history, and deduces the fundamental principles which are at the basis of modern culture and civilization. He also treats the subject of education in its sociological aspects, and traces the interdependence between the school and other social factors. By this thorough philosophical method, permanent guiding principles in the field of educational practice are developed.

Recent Publications of Bureau of Education.

The housing and equipment of kindergartens. Washington, 1921. 27 p. plates. (Bulletin, 1921, no. 13.)

This bulletin was prepared with the co-operation of a committee of the International kindergarten union, Miss Grace L. Brown being chairman, and with the help of Miss Grace M. Janney.

Monthly record of current educational publications. Index, February, 1920-January, 1921. Washington, 1921. 27 p. (Bulletin, 1921, no. 31.)

An index to the 10 numbers of the record, February, 1920-January, 1921, making the series available for use as an annual bibliography of education for 1920.

Opportunities for study at American graduate schools; by George F. Zook and Samuel P. Capen. Washington, 1921. 40 p. (Bulletin, 1921, no. 6.)

For the use of prospective foreign students and others desiring information regarding graduate study in America.

Present status of music instruction in colleges and high schools, 1919-20. Washington, 1921. 54 p. (Bulletin, 1921, no. 9.)

Report of a study made under the direction of the United States Bureau of Education by a joint committee of the National education association, Music teachers' national association, and Music supervisors' national conference. Osbourne McConathy, chairman; Karl W. Gehrkins, Edward B. Birge.

Proceedings of the fifth and sixth annual meetings of the National council of primary education, Cleveland, Ohio, February 24, 1920, and Des Moines, Iowa, March 3, 1921. Washington, 1921. 44 p. (Bulletin, 1920, no. 47.)

State laws and regulations governing teachers' certificates; by Katherine M. Cook. Washington, 1921. 244 p. (Bulletin, 1921, no. 22.)

Contains a tabular digest of the provisions of State laws and regulations concerning teachers' certificates, with an introduction and bibliography.

Survey of the schools of Wilmington, Del. Part II.—I. The elementary courses. II. Secondary education. III. Special departments and subjects. Washington, 1921. 191 p. (Bulletin, 1921, no. 2.)

Advance Sheets from the Biennial Survey of Education in the United States, 1918-1920.

Developments in nursing education since 1918; by Isabel M. Stewart. Washington, 1921. 20 p. (Bulletin, 1921, no. 20.)

Higher education 1918-1920; by George F. Zook. Washington, 1921. 46 p. (Bulletin, 1921, no. 21.)

Medical education 1918-1920; by N. P. Colwell. Washington, 1921. 15 p. (Bulletin, 1921, no. 15.)

Pharmaceutical education; by Wortley F. Rudd, in collaboration with P. F. Fackenthal. Washington, 1921. 15 p. (Bulletin, 1921, no. 11.)

HIGH SCHOOL OFFERS SUMMER INSTRUCTION.

To do extra work in subjects in which they hope to specialize, or to improve themselves in lines in which they know they are weak, many students in Denver attend the summer high school. Nearly 500 boys and girls enrolled in the nine weeks' course last summer. Some of these students were trying to finish high school in less than four years, and some had failed in certain subjects and were making up the work. Commercial subjects were studied in the summer school by many students whose regular school time was devoted to preparation for college.

UNIVERSITY OF VIRGINIA SUMMER QUARTER.

The summer quarter of the University of Virginia recently closed what was in every respect the most successful session in its history. The net enrollment of individual students for the quarter was 2,429, an increase of 897 over any previous year.

Men and women who have had one, two, or three years of college work may complete their degree requirements and finally receive their degrees from the University of Virginia through summer work, thus attracting for a series of years a large group of earnest, ambitious persons who will eventually secure their degrees there.

Provision which has been made for graduate work in the summer quarter has induced a surprisingly large number of holders of baccalaureate degrees to enroll for graduate studies. More than 125 graduate students enrolled in the first term and a large number in the second term. In the future a much larger number of strictly graduate courses will be offered for the purpose of encouraging this class of students to go to Virginia for their master's work.

DAILY RECORD OF CHILDREN'S HEALTH HABITS.

To follow up health instruction and to show its result in the formation of habits, a daily record of health habits is kept for every child in the schools of Washington, D. C. These blanks are marked after the morning daily inspection by the teacher. Each school day a mark is given for the pupil's observance of such habits as brushing the teeth, carrying a handkerchief, keeping good posture, taking 30 minutes' physical exercise, etc. Thirteen health habits are noted. At the end of a month a rating is given to correspond with the daily record, and the sheet is sent home folded around the report card, to be signed by the parent and returned. It is expected thus to secure the cooperation of the home in inculcating health habits. Children showing extreme neglect are referred to the school nurse.

Of 426 school children examined by health workers in Auglaize County, Ohio, 401 were found to have defects. The total number of defects found was 1,343, an average of more than three per child. The most prevalent defect was enlarged glands, 246 children being affected with this trouble; defective teeth came second, with 230 cases, and malnutrition third, with 227.

SCHOOL PSYCHIATRIST FOR HIGHLAND PARK.

Will Study Not Only Mental But Physical and Social Conditions Which Cause Failure in School Work.

A school psychiatrist in the person of Dr. Homer E. Safford, of Detroit, has been employed by the Board of Education of Highland Park, Mich.

Dr. Safford's work will be to take the cases that have baffled parents, teachers, and school psychologist and find out why the child has been unable to succeed with ordinary school tasks and, if possible, remove the difficulty or advise teacher and parents as to the treatment necessary to secure the maximum results from the individual pupil.

Many cases are constantly coming to notice in the schools in which the pupil may be reasonably studious and not noticeably dull in affairs outside of school but apparently impervious to the instruction offered by the most skilled instructors to be found. Again and again teachers may be found at their wits' ends in the solving of the problem of the boy or girl of normal and even supernormal intellect who fails to measure up to school standards even when putting forth apparently satisfactory efforts. The psychiatrist is skilled in locating the cause of such difficulty and later with the cooperation of school and home in bringing about its removal. The cause is sometimes found to be physical, sometimes mental, and sometimes social. Difficulties as far removed as the incompatibility of parents are sometimes found to be the cause of the child's distraction. Lack of nourishment or pressure on a nerve or some mental stress such as misapprehension about some of the great facts of life may be the hidden spring that needs to be touched in order to unlock the secret.

The functions of the school psychiatrist may be summarized thus: (a) To study the individual child at some length and on occasions enough to observe his progress. (b) To direct the course of psychological, social, and medical investigations not already made in the case but thought essential to its problem. (c) To formulate a plan of treatment in conference with the director of the survey and the psychiatric social (or field) worker. (d) To make suggestions according to which the general efficiency of the survey, and so of the educational system, may be kept at a high standard.—*Teachers' Bulletin.*

UNIVERSITIES TRAIN FOR FOREIGN SERVICE.

Seventy-One Higher Institutions Prepare for Over-Seas Trade—University of Washington Enrolls Highest Number.

Nearly 12 per cent of the American colleges and universities offer courses in preparation for foreign service, particularly for foreign trade. Seventy-one institutions of this class offer such training, and ten of them enroll 2,255 students, according to a circular issued recently by the Commercial Education Section of the United States Bureau of Education. The University of Washington reports the greatest number of students, with 407. New York University, with 401 students, stands second on the list.

Colleges and universities which offer courses in preparation for foreign service.

University of Alabama.
University of Arizona.
Leland Stanford Junior University.
University of Southern California.
Pomona College, Claremont, Calif.
University of California.
Connecticut Agricultural College.
Yale University.
George Washington University.
Georgetown University.
American University, Washington, D. C.
Mercer University, Macon, Ga.
University of Chicago.
Northwestern University.
James Millikin University, Decatur, Ill.
University of Illinois.
Notre Dame University, Ind.
University of Indiana.
Drake University, Des Moines, Iowa.
Iowa Wesleyan College, Mount Pleasant, Iowa.
Coe College, Cedar Rapids, Iowa.
Washburn College, Topeka, Kans.
University of Kansas.
Georgetown College, Georgetown, Ky.
Tulane University.
University of Maine.
Johns Hopkins University.
Boston University.
Tufts College, Tufts, Mass.
Harvard University.
University of Michigan.
Kalamazoo College, Mich.
University of Detroit.
University of Minnesota.
Mississippi Agricultural and Mechanical College.
University of Missouri.
University of Montana.
University of Nebraska.
Amos Tuck School, Dartmouth College.
New York University.
Columbia University.
College of the City of New York.
Syracuse University.
University of North Carolina.
University of North Dakota.
Adelbert College of Western Reserve University.
College of Wooster, Ohio.
Municipal University of Akron, Ohio.
Ohio University, Athens, Ohio.
Miami University, Oxford, Ohio.
Ohio State University.

Oklahoma Agricultural and Mechanical College.
Oregon Agricultural College.
University of Oregon.
Temple University, Philadelphia.
University of Pennsylvania.
Pennsylvania State College.
Grove City College, Pa.
Washington and Jefferson College, Pa.
University of Pittsburgh.
Brown University.
Southern Methodist University, Dallas, Tex.
University of Texas.
Middlebury College, Vt.
Washington and Lee University.
College of William and Mary.
University of Virginia.
University of Washington.
University of Wisconsin.
Beloit College, Wis.
Lawrence College, Appleton, Wis.

ONE-STORY BUILDINGS FOR CLEVELAND SCHOOLS.

Cleveland's newest school, the Miles Standish School, is of the new one-story type, and is as nearly fireproof and panic proof as any school in America, according to Cleveland school authorities. It has 32 classrooms, each with a direct exit to the yard. A great roofed court occupies the interior of the school. This is divided into playrooms, gymnasium, and auditorium, and every classroom opens into the court as well as into the outside playground. The court has higher walls than the classroom section of the building, and it is lighted by windows above the classroom walls. The building has no basement, the heating plant being in a separate structure in the rear. A central tower adds to the beauty of the architecture.

Cost of this type of school is said by Cleveland school architects to be less than that of two-story and three-story buildings for the reason that basement, stairways, and upper floors are entirely eliminated and but 8 per cent of the area is given to corridor space. In buildings of the common type about 25 per cent of the total area is given to corridor space. This school is the fourth of the one-story type to be built in Cleveland. Its cost was \$875,000; but a similar structure could be erected for about \$500,000 at the prices that now prevail.

To promote correct speech, Smith College examines every entering freshman in oral English. Any student who does not come up to the standard in pronunciation, etc., must take a course in the department of spoken English.

In memory of the achievement of George Rogers Clark in exploring the Northwest Territory, the University of Virginia has unveiled a fine group of seven figures in bronze.

HOME CENTER FOR FOREIGN STUDENTS.

International Collegiate Club Accommodates 500 Students—For Social, Intellectual, and Moral Benefit.

Men and women from every land who are studying in the colleges, universities, and professional schools in New York City will have a home center when the Intercollegiate Cosmopolitan Club's new building, "International House," is completed, according to an announcement by Harry E. Edmonds, executive secretary of the club. John D. Rockefeller, jr., gave the funds for the building, which will be erected on 12 lots on Riverside Drive, opposite Grant's Tomb. The center will accommodate 500 students with living quarters, while its assembly and social rooms, cafeteria, gymnasium, swimming pool, etc., will provide for several times that number. From the upper stories there will be uninterrupted views up and down the Hudson and over the city in every direction. A portion of the dormitory will be reserved for women students, who will have their own separate entrance, elevator, social rooms, etc. Other features will be used by both men and women.

Last year there were more than 1,400 students from 75 countries studying in 43 higher institutions in the city, and the number is increasing. The object of the Intercollegiate Cosmopolitan Club is to unite these students for mutual benefit socially, intellectually, and morally, to promote friendly relations between them and American students, and to bring them, as guests from abroad, in contact with the best in American life. For 11 years the club has been promoting international understanding and good will by holding various kinds of gatherings. These include such affairs as "national nights," at which are exhibited the music, manners, and costumes of the different nationalities, dinners in American homes, Sunday suppers, at which prominent persons speak on some timely subject of interest to a cosmopolitan gathering, and other social, educational, and religious meetings. The club also gives practical assistance, such as finding lodgings and employment, giving aid in sickness, and meeting new arrivals at the steamer. Many of the club members engage in social service in behalf of their fellow countrymen in poorer parts of the city.

One-half the students in the medical department of the University of Warsaw are women.

FOR THE STUDY OF YOUNG CHILDREN.

Psychological Laboratory in Which Observations Are Made of Conditions Under Which New Abilities Develop.

By BIRD T. BALDWIN.

A laboratory in child psychology for experimental work with children from 2 to 4 years of age has been opened by the Child Welfare Research Station at the State University of Iowa. Twenty-four children are in daily attendance in two sections from 9 to 12 o'clock.

From the educational point of view the object of the preschool laboratory is to provide an opportunity for little children to become adjusted to a normal group environment while still enjoying the characteristic individual activities of early childhood.

A Period Not Extensively Studied Heretofore.

From the scientific standpoint the laboratory provides material for observing the reactions of children of an age that has never been extensively studied because of the difficulty of providing controlled experimental conditions in the home environment.

The children are occupied with a very simple and flexible schedule of singing games, stories, rhythmic exercises, and simple occupational projects. A graduate assistant keeps a detailed log book of observations made on the children and notes interesting reactions and the conditions under which new abilities develop. The children willingly leave the group to play other interesting "games" in the psychological examination rooms. A variety of mental examinations have already been made on each child. Several studies on different phases of the development of motor coordination are in progress. Physical measurements of each child are made once a month. Investigations are also made into the heredity, home conditions, and special characteristics of the families of the children as a background for the psychological findings.

Equipment Is Carefully Planned.

The laboratory consists of a new 6-room building especially designed and furnished for this work. In addition to the usual radiators set high above the reach of the children heat pipes are distributed between the two floors in order that the children will be protected when sitting on the floor in the coldest weather.

The main group room, 24 feet square, is at the front of the building with 12

large windows admitting light from three sides. The woodwork is stained moss green and the walls of cream beaver board are paneled with green wood strips. Chintz curtains in nursery rhyme pattern hang at the sides of the windows, the broad sills of which are covered with potted plants.

There are small low tables and chairs—not the stereotyped kind with turned legs but sturdy models with attractive straight lines. Large hand-colored illustrations of fairy tales add to the charm of this very homelike room. Hinged to the wainscoting at three sides of the room are a dozen little lattice gates which when swung out into the room form partial inclosures in which the children play individual games and lie during the mid-morning rest period. There is a sand table, a slide, a set of large building blocks for making "real" houses, a phonograph with special records for such young children, and a great variety of material for occupational projects besides the outdoor play equipment of swings and teeter board.

Opening out from the group room is a lavatory and a small pantry with sink and gas stove. The plumbing fixtures of these rooms are small and set low for the little children. A large cupboard and the entrance hall which also serves as a cloakroom isolate the two laboratory rooms from the group room. The laboratory is under the direction of Dr. Bird T. Baldwin, research professor in psychology, and Dr. Dorle I. Stecher, research assistant professor.

"YALE IN CHINA" RESEMBLES PARENT.

Alumni of Yale University are the main support of a "younger Yale" in China. Yali, as the Chinese call it, is at Changsha, and it has a course leading to the degree of A. B. and a junior college course. It has also a school of medicine and one of nursing, and the largest and most modern hospital in central China. The medical school receives some assistance from Chinese sources. Academic and extra-curriculum activities are organized on the plan followed by Yale in New Haven. Physical education is emphasized, and most of the students take part in athletics.

More than 200 employees of a Pittsburgh industrial plant have been enrolled in a home study course given by the engineering extension department of Pennsylvania State College.

PRIZES FOR STUDIES IN AMERICAN HISTORY.

Knights of Columbus Historical Commission Will Reward Excellence in Original Investigation—Highest Prize to College Professors.

To encourage investigation into the origins, the achievements, and the problems of the United States; to interpret and perpetuate the American principles of liberty, popular sovereignty and government by consent; to promote American solidarity and to exalt the American ideals, the Knights of Columbus Historical Commission announces a series of five prizes for the best studies, based on research in primary sources in the field of American history. Such subjects as the Revolutionary era, the policy of "no entangling alliances," the later history of the Monroe doctrine, diplomatic relations with the Far East, the United States in world politics, and the international policy of the Americas are among the topics suggested as themes for special investigation and report.

Five classes of contestants may take part: (1) Professors or instructors in history or in other social sciences in the colleges of the United States; (2) specialists, not college teachers, in history or in other social sciences; (3) scholars and graduate students who have access to material in the universities, libraries, and archives of Mexico, of Central and South America, and the Caribbean Republics, dealing with the international relations of the Americas; (4) school superintendents and teachers in the United States, who are expected to confine their studies to the consideration of history curricula in elementary and advanced schools as coordinated with aims in citizenship and national responsibilities; (5) undergraduates in the colleges of the United States. The prize for the first class named is \$3,000, for the second \$2,000, for the third and fourth \$1,000 each, and for the fifth \$500.

Requests for further information should be addressed to Knights of Columbus Historical Commission, 119 Massachusetts Avenue, Boston, Mass.

Commercial relations between the United States and Latin America will be the subject of a series of lectures for the members of the Circulo Español de Harvard. The first lecture, which is planned for early December, will be given in English by a Boston merchant prominent in foreign trade.

